

PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE)

| | |
|---|----------------|
| Policy applies from EYFS to Sixth Form and to all Staff | |
| Date policy reviewed: | 30.09.2024 |
| Date of next review: | 22.09.2025 |
| Version: | 09.24 v1 |
| Author: | Mrs Amy Schmid |

| Version | Date | Paragraph | Material change | Approval |
|----------|------------|--|--|----------------------|
| 05.22.01 | 24.05.2022 | 10 | Insertion of a new section 10. Role of the Parent. | Miss Rachael Coleman |
| 09.22 v1 | 01.09.2022 | 4.1 4.3 4.2 (old) 5 Appendix 1 - 3 | Updated to reflect the change in themes covered in the new Idecision programme. Section updated to reflect the introduction of the Idecision programme. Deleted as RE is now taught as a separate subject. Updated and a new section dealing with Positive Relationships and Healthy Lifestyles inserted. Sixth Form now have separate Health and Wellbeing lessons, which alternate with Future and Skills. Updated to include 2022 - 2023 curriculum summaries. | Miss Rachel Coleman |
| 07.23 v1 | 04.07.2023 | 4.2 and 4.3 | Additional information added regarding areas of focus. | Mrs Amy Schmid |
| 09.23 v1 | 26.09.2023 | Appendix 2 and 3 | Updated for the 2023/2024 academic year. | Mrs Amy Schmid |
| 09.24 v1 | 30.09.2024 | Appendix 2 | Updated for the 2023/2024 academic year. | Mrs Amy Schmid |



Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

Related Policies

- Behaviour - Infant and Junior
- Behaviour - Senior
- British Values
- Relationships and Sex Education
- Spiritual, Moral, Social and Cultural (SMSC)
- Visiting Speakers

1. Introduction

Personal, Social, Health and Economic Education (**PSHE**) enables pupils to become healthy, independent, and responsible members of society. At Clifton High School, pupils are encouraged to play a positive role in contributing to the life of the School and the wider community. The School's ethos of 'realising individual brilliance' is echoed throughout the teaching of PSHE. Pupils learn about a wide range of topics and issues that help them develop into successful and resilient individuals.

PSHE is "a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities." (PSHE Education Strategic Partners Group).

PSHE is "*learning to live well.*" (PSHE Association).

A comprehensive programme of PSHE education is in place at Clifton High School which provides a broad and balanced curriculum, meets pupils' needs and prepares them for the challenges of adult life. It also contributes to the School's duties to safeguard pupils by teaching them about safety, including online-safety, sex and relationships.

2. School Values and School Ethos

The School's values of Curiosity, Empathy, Love, and Direction are reflected in the teaching of PSHE. These four values have shaped the Infant and Junior School curriculum and also the Senior School's Health and Wellbeing curriculum, which has been designed to promote diversity, economic wellbeing, self-worth, and a healthy lifestyle amongst pupils. Pupils are also taught how society is organised and governed, and the School ensures that all pupils experience the process of democracy in school.

It is important that the School curriculum is underpinned by our School values and a set of common goals. Our common goals, which we reflect in our PSHE curriculum, are set out in the School's ethos:



“At Clifton High School, we believe in the worth of a holistic education, encouraging all pupils to enjoy learning in an environment that supports them as individuals and nurtures their ‘brilliance’. As pupils become passionate in their interests, learning to deal with both success and defeat, the full potential of their academic, emotional, and personal growth is realised. They are afforded the opportunity to reach milestones as well as set personal standards with confidence, as they work towards and embark upon successful and self-fulfilled futures.”

As a School, we place emphasis on creating a safe and nurturing culture strengthened by a united community that openly recognises and applauds our differences whether it be in gender, age, race, colour, nationality, ethnicity, disability, religion, or culture.”

3. Aims and Objectives

3.1 Aims

The aim of the PSHE curriculum is for pupils to ‘realise their individual brilliance’. It is designed so pupils can:

- expand their spiritual, moral, social, cultural, and personal development through opportunities provided, and to prepare them for the responsibilities and experiences of life;
- know and understand what constitutes a healthy lifestyle;
- be aware of issues that may affect their safety;
- understand what makes for good relationships with others;
- have respect for everyone regardless of race, gender, and mental and physical disability;
- be independent and responsible members of the School community;
- be positive and active members of a democratic society;
- prepare for active and responsible citizenship;
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- develop good relationships with other members of the School and the wider community;
- discuss the main political and social institutions that affect their lives and their responsibilities, rights and duties as individuals and members of the community;
- develop their awareness and understanding of political issues in an impartial manner and in accordance with the laws of this country;
- develop an understanding of economic wellbeing;
- understand how to set career goals and explore a range of career options; and
- establish a safe environment for all genders and sexual orientations.

3.2 Objectives

The purpose of PSHE education at Clifton High School is to promote knowledge, understanding and appreciation of:

- the importance of a healthy lifestyle and keeping themselves and others safe;
- the principles of distinguishing between right and wrong and how to deal effectively with the moral, social, and cultural issues that are part of growing up;
- the differences between their own and other cultures and how to value differences;



- the importance of being a valuable citizen;
- the importance of equality, equal opportunities, challenging discrimination and the dangers of stereotyping;
- the establishment a safe environment for all pupils regardless of their sexual orientation and gender;
- the importance of self-esteem and emotional well-being;
- the importance of assessing and managing risk, and how to deal with the influence of extremism, new technology and substance misuse;
- the importance of forming worthwhile and satisfying relationships based on respect for themselves and others;
- sex and relationship education;
- the importance of responding positively to opportunities and responsibilities;
- how to deal with change and adversity and to develop resilience;
- British Values;
- Career and Education paths; and
- economic education.

4. Roles and responsibilities of staff

The PSHE programme has been designed by the Head of PSHE, and the curriculum has been overseen and agreed by the Deputy Head, Pastoral, and by the governors nominated to oversee the PSHE curriculum.

PSHE in the Infant and Junior School is taught on a weekly basis by the class teacher. PSHE in the Senior School and Sixth Form is taught by form tutors on a weekly basis. All teaching staff have access to appropriate learning resources and have received the necessary training to support their teaching of PSHE and RSE at Clifton High School.

5. Statutory regulations and guidance

Schools are required to teach relationships education as part of the Department of Education statutory guidance. The Department of Education stipulates that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). Department for Education Guidance can be found here: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/relationships-education-and-sex-education-guidance).

These guidelines inform the teaching and learning of RSE at Clifton High School together with the following:

- Education Act (1996);
- Learning and Skills Act 2000;
- Education and Inspections Act 2006;
- Equality Act (2010);
- Keeping Children Safe in Education 2023; and
- Children and Social Work Act 2017.



6. Teaching and learning strategies

To teach PSHE effectively, it is important that a variety of teaching and learning strategies are employed. PSHE is taught through cross curricular links, assemblies and other activities or school events (e.g., themed weeks, anti-bullying day, residential visits, enrichment and special activities planned to allow the children to work together under different circumstances). Specialist visitor speakers are invited to speak with pupils and parents about specific aspects of the PSHE curriculum.

7. Curriculum Provision

Although PSHE has allocated times in the class timetables, it should not always be confined to those specific times. The PSHE and Citizenship curriculum is delivered within a whole school approach which includes:

- dedicated curriculum time;
- teaching PSHE and Citizenship through and in other subjects/curriculum areas;
- specialised assemblies;
- PSHE and Citizenship activities and school events; and
- pastoral care and guidance.

8. The Infant School and Junior School

8.1 Themes

At Clifton High School, PSHE is an important and integral part of the whole curriculum. Under the IDecision scheme, it falls into three core themes: Health & Wellbeing, Relationships and Living in the Wider World. PSHE will be delivered in a variety of ways, to reflect the age of the pupils and ensure a whole school approach.

The three core themes have the following learning objectives:

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Make informed decisions about health.
- Be able to recognise how choices can impact health and wellbeing.
- Know how to maintain physical, mental, and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition, and loss.
- Understand what good physical health means and recognise signs of physical illness.
- Develop problem solving skills for dealing with emotions, challenges and change.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Recognise different types of relationships.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.



- Demonstrate the School's value of love and know how to respect equality and diversity in relationships.
- Develop strategies for building positive friendships and strategies to resolve disputes.

Living in the Wider World

- Know the importance of responsible behaviours and actions and recognise the reasons for rules and laws.
- Demonstrate the School's value of love by being a responsible and independent member of the School community.
- Be positive and active members of a democratic society.
- Demonstrate the School's value of love by knowing the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Demonstrate the School's value of empathy and develop compassion and good relationships with other members of the School and the wider community.
- Learn about prejudice and how to recognise actions that discriminate against others.
- Understand about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

8.2 EYFS - Year 2

Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social, and emotional development. The School's values of love and empathy are promoted throughout the curriculum so children can actively contribute to the School community in a positive way. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and the school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments, and resist bullying. They begin to take an active part in the life of the School and its community.

The areas of focus for Year 1 and Year 2 are set out below:

- Year 1: Road safety, washing hands, friendship, being responsible, jealousy, online bullying, growing in our world.
- Year 2: Tying shoelaces, healthy eating, brushing teeth, bullying, body language, practice makes perfect, helping someone in need, worry, anger, image sharing, computer safety, the human life cycle, human body parts, working in our world.

8.3 Year 3 - Year 6

Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature,



independent, and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national, or global issues and political and social institutions. They learn how to take part more fully in School and community activities. As they begin to develop, they face and learn about the changes of puberty and they learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

The IDecision programme is structured into different modules which are linked to the three core themes of Health and Wellbeing, Relationships and Living in the Wider World. Each module within the Idecision series builds on information taught in previous years and begins with a baseline assessment of the pupils' current knowledge, which allows teachers to address any gaps in their learning. Please see Appendix 1 for more information.

The areas of focus for Years 3 - 6 are the following:

- Year 3: Staying safe, leaning out of windows, medicine, touch, stealing, grief, making friends online, human body parts, friendships, looking after our world.
- Year 4: Cycle safety, healthy living, appropriate touch, being responsible, jealousy, online bullying, chores at home, puberty: stages for boys and girls, coping with puberty, breaking down barriers, first aid.
- Year 5: peer pressure, smoking, looking out for others, anger, image sharing, enterprise, inclusion and acceptance, puberty: stages for boys and girls, personal hygiene, emotions and feelings, appropriate touch, first aid.
- Year 6: water safety, alcohol, stealing, worry, making friends online, in-app purchases, British Values, puberty: stages for boys and girls, conception, becoming independent, positive and healthy relationships, appropriate touch, first aid.

9. The Senior School

9.1 PSHE

PSHE is taught in Health and Wellbeing lessons. These take place each week on a Wednesday. PSHE education is best developed when pupils learn, practise, and demonstrate personal skills and are actively involved in and take responsibility for their learning.

A wide variety of approaches and activities, appropriate to the pupils' age, encourages pupils to participate and remain engaged in lessons. These approaches and activities include:

- whole class and small group discussion;
- simulation and role-play;
- study of case studies;
- creative writing;
- open and closed questioning;
- collaboration with other pupils;
- designing sheets and posters; and



- listening to and interacting with visiting speakers.

This list is not exhaustive. In accordance with the PSHE Association's recommendations, the curriculum is purposefully distanced. Lessons have been planned so pupils study case studies, rather than share their personal experiences. This encourages pupils to think objectively about particularly challenging situations and share their ideas in a safe learning environment.

Throughout pupils' Health and Wellbeing lessons, they will cover a range of PSHE and RSE topics. Please see Appendix 2 for more details about the curriculum.

9.2 The Sixth Form

In the Sixth Form, the PSHE curriculum is taught as part of the Health and Wellbeing and Futures and Skills programmes. These lessons are taught on a Wednesday every week and alternate between the teaching of Health and Wellbeing and the teaching of Future and Skills. Please see Appendix 3 for more details about the curriculum. The Health and Wellbeing and Futures and Skills Programmes are specifically designed to allow students to develop their financial, social, political, cultural, and spiritual awareness of the world around them. They will learn about sex and relationships as well as the skills to maintain a healthy lifestyle. The Future and Skills programme is specifically designed to guide and prepare them for the course that they aspire to study in tertiary education. In addition to Health and Wellbeing and Futures and Skills, the following support is offered:

9.2.1 Fundamental British Values

- Invitation of speakers to talk about British Law.
- Support for Sixth Form students to understand that they are leaders of the School's pupil body through Sixth Form briefings.
- Democratic elections for the candidates in the Head's Team.
- Democratic elections for the House Captains and their deputies.
- School Pupil Council - run by the Head's Team with representatives from Years 7-13.
- Support and guidance in undertaking leading positions within the School.
- Tolerance and respect of other cultures and other cultures' faith through whole school assemblies organised and led by Sixth Form students.

9.2.2 Development of Students' Awareness of Positive Relationships and a Healthy Lifestyle

- Content to support pupil development taught through weekly Health and Wellbeing lessons.
- Guest speakers invited to speak to pupils about core topics such as sexual health, relationships and maintaining a general healthy lifestyle.
- Regular student feedback from Student Council and pupil questionnaires used to inform and update the learning needs of pupils.

9.2.3 Development of Students' Personal Qualities

- Support with Work Shadowing Scheme which is run by the Head of Careers.



- Encouraging students to volunteer through the *Duke of Edinburgh Award*, *World Challenge* and House activities led by student House Captains.
- Entrepreneurial opportunities through *Futures and Skills* apprentice-type activities.
- Running clubs for younger pupils which are of personal interest to Sixth Form students.
- Support for pupils in Years 7 and 8.
- Scholars' Forum led by the Director of Scholars and assigned Sixth Form Scholars for all Clifton High scholars and other interested pupils.
- Oxbridge Forum led by Heads of Department with the participation of Sixth Form students allowing students to develop their thought processes.
- Public speaking through allocated school assemblies presented by students and Head's Team speeches.
- Individualised fortnightly tutorials.

9.2.4 Impartial Careers Guidance

- Individualised meetings with Year 11 pupils and their parents offering guidance and support in making informed decisions on their A level choices organised by the Head of Sixth Form.
- Year 11 Taster Day and Taster Lessons for an impartial understanding of requirements of Sixth Form, tailored for pupils only.
- Sixth Form Open Evening guidance and information for both Year 11 pupils and their parents on Sixth Form options - meeting with Heads of Department and Clifton High School alumni representatives on suitability of courses.
- Careers Convention Day organised by the Head of Higher Education and Careers and run at the School by representatives of a variety of professions.
- Tutor assigned for individual students with expertise on the Sixth Form process.
- Advice offered by Admission Tutors from Russell Group and other tertiary institutions as part of the Examinations Evening and the Sixth Form Open Evening (at least twice yearly).
- University Taster Days promoted to students through the Sixth Form Information boards, the Head of Higher Education and Careers and Sixth Form briefings. Students are urged to visit Universities of their choice twice every term from the start of their Sixth Form studies.
- Impartial individualised meetings with Head of Higher Education and Careers for guidance and support on career choices.
- Oxbridge awareness sessions.
- UCAS process: Seven Steps for support with student university choices and applications.
- UCAS Convention Day - allowing students to talk with representatives of the Universities they would like to apply and attend.

Please see Appendix 3 for more information on the Sixth Form PSHE curriculum.

10. Assessment and feedback

There is a high expectation of the quality of pupils' work and regular feedback is provided on pupils' progress. Feedback is provided on pupils' work to assess progress and identify where pupils require extra support and intervention. Teachers will be able to measure progress by pupils' work, classroom contributions and completed reflection logs, following a visit from a guest speaker as well as written assignments and self-evaluation forms.



Pupil voice will be used to reflect and feedback on the PSHE curriculum. Pupil voice is collated through a variety of means. For example, the School Council, pupil questionnaires and PSHE focus groups are all used to gather pupil opinion. Teacher voice is also gathered every term, to inform the future teaching of PSHE.

In the Infant and Junior School, teachers assess the progress of pupils through Idecision assessments at the start and the end of modules, allowing teachers to track pupil progress and identify gaps in understanding. Teachers also continually measure progress through pupils' classroom work and discussions.

11. Evaluation and Monitoring

The PSHE policy is written using statutory guidelines as outlined in the national curriculum. Therefore, in accordance with Article 9 of the European Convention on Human Rights where freedom of thought, conscience and religion are guaranteed, and religion or belief is a protected characteristic under the Equality Act 2010, the teachers and the School strives to ensure that their conduct recognises their responsibilities under those duties to others. Considering the sensitive nature of some of the topics discussed at PSHE sessions, teachers are expected to respect the rights of others and to respect those with different faiths and beliefs; expressing a view in an unprofessional way that involved singling out pupils, for example on grounds of sexuality or presenting extreme views without balance on a topic such as marriage for same sex couples, it is considered inappropriate and certainly discouraged by the School.

The Deputy Heads oversee the monitoring of the standards of children's work and the quality of teaching and learning.

12. Role of the Parent

The PSHE programme is made available on the secure parent area of the School's website. Parents are consulted on both the PSHE and RSE programme and are invited to give feedback on the curriculum each academic year. Parents are also informed of the PSHE programme via the weekly parent bulletin.

Appendix 1

Our 5-8 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

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|--|--|--|---|
| <p>Keeping/Staying Safe</p> <ul style="list-style-type: none"> • Road Safety • Leaning Out of Windows • Staying Safe • Tying Shoelaces | <p>Keeping/Staying Healthy</p> <ul style="list-style-type: none"> • Healthy Eating • Brushing Teeth • Washing Hands • Medicine | <p>Relationships</p> <ul style="list-style-type: none"> • Bullying • Body Language • Friendship • Touch | <p>Being Responsible</p> <ul style="list-style-type: none"> • Practice Makes Perfect • Helping Someone in Need • Stealing • Water Spillage |
| <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Jealousy • Worry • Anger • Grief | <p>Computer Safety</p> <ul style="list-style-type: none"> • Online Bullying • Image Sharing • Making Friends Online • Computer Safety Documentary | <p>Our World</p> <ul style="list-style-type: none"> • Growing in Our World • Living in Our World • Working in Our World • Looking After Our World | <p>Hazard Watch</p> <ul style="list-style-type: none"> • Is it safe to eat or drink? • Is it safe to play with? |
| <p>Special Edition Module - Fire Safety</p> <ul style="list-style-type: none"> • Hoax Calling • Petty Arson • Enya and Deedee Visit the Fire Station • Texting Whilst Driving | | | |

Our 8-11 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

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| <p>Keeping/Staying Safe</p> <ul style="list-style-type: none"> • Cycle Safety • Peer Pressure • Water Safety • Keeping/Staying Safe Documentary | <p>Keeping/Staying Healthy</p> <ul style="list-style-type: none"> • Healthy Living • Smoking • Alcohol • Keeping/Staying Healthy Documentary | <p>Growing and Changing</p> <ul style="list-style-type: none"> • Relationships • Puberty • Conception • Growing and Changing Documentary | <p>Being Responsible</p> <ul style="list-style-type: none"> • Coming Home on Time • Looking Out for Others • Stealing • Being Responsible Documentary |
| <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Jealousy • Anger • Worry • Feelings and Emotions Documentary | <p>Computer Safety</p> <ul style="list-style-type: none"> • Online Bullying • Image Sharing • Making Friends Online • Computer Safety Documentary | <p>The Working World</p> <ul style="list-style-type: none"> • Chores at Home • Enterprise • In-App Purchases • The Working World Documentary | <p>A World Without Judgement</p> <ul style="list-style-type: none"> • Breaking Down Barriers • Inclusion and Acceptance • British Values • A World Without Judgement Documentary |
| <p>Special Edition Module - First Aid</p> <ul style="list-style-type: none"> • First Aid - Year 4 • First Aid - Year 5 • First Aid - Year 6 (Part 1) • First Aid - Year 6 (Part 2) | | | |

Age 5 - 8

| Topic Name | Links with School Values | Links with Spiritual, Moral, Social, Cultural Values and British Values |
|---------------------------|--------------------------|---|
| Keeping / Staying Safe | Curiosity Empathy | <ul style="list-style-type: none"> • Taking turns to contribute ideas and thoughts about keeping safe • To respect and tolerate everyone's views and ideas about keeping safe • The freedom to accept and challenge our own and others' views • Curiosity about what it means to stay safe and how I can make good choices around this |
| Keeping / Staying Healthy | Empathy Love | <ul style="list-style-type: none"> • To respect and tolerate everyone's views and ideas • The freedom to accept and challenge our own and others' views • Taking turns to contribute ideas and thoughts about health • Listening to, and understanding, a range of views on health • Understanding the social and cultural values of health in all its forms • Curiosity about what it means to be healthy and how I can make good choices around this • Showing love for good health • Direction of my life according to the healthy choices I can make • Empathy for everyone's health and the challenges that people may face |
| Relationships | Empathy Love | <ul style="list-style-type: none"> • Curiosity about what it means to relate to others and be in a family, personal or group relationship • Showing love for - and from - healthy, positive relationships • Direction of my life according to existing and future relationships • Empathy for everyone's unique relationships • Gaining a spiritual understanding of a variety of relationships • Considering the moral choices and behaviour around relationships |

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| | | <ul style="list-style-type: none"> • Understanding the social and cultural values of a range of relationships • Taking turns to contribute ideas and thoughts about relationships • Listening to, and understanding, a range of different views |
| Being Responsible | Direction Empathy | <ul style="list-style-type: none"> • Understanding how to be responsible from a legal perspective • Curiosity for what it means to be responsible • Understanding how to act responsibly at home, at school and in the community • Taking turns to contribute ideas and thoughts about being responsible • Listening to, and understanding a range of different views • Showing empathy for the different responsible roles that people may hold • Considering moral choices around acting responsibly |
| Feelings and Emotions | Empathy Love | <ul style="list-style-type: none"> • Taking turns to contribute ideas and thoughts on feelings and emotions • Understanding and identifying a range of different feelings and emotions • Acknowledging the right to feel different emotions and how to express these emotions in appropriate ways • Showing empathy towards people who are experiencing strong emotions - how can I support and help them? • Listening to, and understanding a range of different views |
| Computer Safety | Curiosity | <ul style="list-style-type: none"> • Considering the moral choices and behaviour around using the computer safely • Understanding how our actions affect others when using the internet • Treating others with kindness when using the internet and understanding how to act if others act in unkind ways • Curiosity about using technology |

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| Our World | Curiosity Direction Empathy | <ul style="list-style-type: none"> • Curiosity about what it means to live in our world • Showing love for self and others • Direction of my life and the lives of others • Empathy for the views and challenges of others and my responsibility to them • Empathy for the environment and the living things that we share our world with • To respect and tolerate everyone's views and ideas • The freedom to accept and challenge our own and others' views |
| Hazard Watch | Curiosity | <ul style="list-style-type: none"> • Respect for our world around us and how to act in safe ways • Curiosity about the wider world • To respect and tolerate everyone's views and ideas • The freedom to accept and challenge our own and others' views • Listening to, and understanding, a range of different views |

Age 8 - 11

| Topic Name | Links with School Values | Links with Spiritual, Moral, Social, Cultural Values and British Values |
|---------------------------|--------------------------|--|
| Keeping / Staying Safe | Curiosity Empathy | <ul style="list-style-type: none"> • Taking turns to contribute ideas and thoughts about keeping safe • To respect and tolerate everyone's views and ideas about keeping safe • The freedom to accept and challenge our own and others' views • Curiosity about what it means to stay safe and how I can make good choices around this |
| Keeping / Staying Healthy | Empathy Love | <ul style="list-style-type: none"> • To respect and tolerate everyone's views and ideas • The freedom to accept and challenge our own and others' views |

| | | |
|----------------------|------------------------------|--|
| | | <ul style="list-style-type: none"> • Taking turns to contribute ideas and thoughts about health • Listening to, and understanding, a range of views on health • Understanding the social and cultural values of health in all its forms • Curiosity about what it means to be healthy and how I can make good choices around this • Showing love for good health • Direction of my life according to the healthy choices I can make • Empathy for everyone's health and the challenges that people may face |
| Growing and Changing | Curiosity Love Empathy | <ul style="list-style-type: none"> • Curiosity about what my changing body may look and feel like • Showing love for, and acceptance of, the body changes that will happen to me • Empathy for everyone's unique bodies and feelings • Gaining a spiritual understanding of the changes the body will go through and the related implications • Considering the moral choices and behaviour around the changing body • Understanding the social and cultural values of the changing body • Taking turns to contribute ideas and thoughts about my changing body • Listening to, and understanding, a range of different views on changing bodies and related effects |
| Being Responsible | Direction Empathy | <ul style="list-style-type: none"> • Understanding how to be responsible from a legal perspective • Curiosity for what it means to be responsible • Understanding how to act responsibly at home, at school and in the community • Taking turns to contribute ideas and thoughts about being responsible • Listening to, and understanding a range of different views |

| | | |
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| | | <ul style="list-style-type: none"> • Showing empathy for the different responsible roles that people may hold • Considering moral choices around acting responsibly |
| Feelings and Emotions | Empathy Love | <ul style="list-style-type: none"> • Taking turns to contribute ideas and thoughts on feelings and emotions • Understanding and identifying a range of different feelings and emotions • Acknowledging the right to feel different emotions and how to express these emotions in appropriate ways • Showing empathy towards people who are experiencing strong emotions - how can I support and help them? • Listening to, and understanding a range of different views |
| Computer Safety | Curiosity | <ul style="list-style-type: none"> • Considering the moral choices and behaviour around using the computer safely • Understanding how our actions affect others when using the internet • Treating others with kindness when using the internet and understanding how to act if others act in unkind ways • Curiosity about using technology |
| The Working World | Direction Love Curiosity | <ul style="list-style-type: none"> • Curiosity about the working world • Curiosity about what the future may hold and careers that I may have • Showing love for the future and what it may hold • Direction of my life and how to achieve my ideal career • Empathy for others and their dreams and goals - how can I support and help them? • To respect and tolerate everyone's dreams and goals • The freedom to accept and challenge dreams and goals, giving reasoned arguments |

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| <p>A World Without Judgement</p> | <p>Empathy Love</p> | <ul style="list-style-type: none"> • Including others without judgement • Embodying British Values in our lives in School and outside of School • Accepting others for who they are and accepting differences • Demonstrating empathy for others • Taking turns to contribute ideas and thoughts on celebrating differences • Listening to, and understanding, a range of different views • Understanding what it means to celebrate difference from a legal perspective • Gaining a spiritual understanding of celebrating difference • Considering the moral choices and behaviour around everyone's differences • Understanding the social and cultural values of everyone's differences • Showing love for others' differences • Direction of various lives depending on everyone's differences |
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Appendix 2

| Year 7 - Relationships | Year 8 - Staying safe | Year 9 - Staying Safe |
|---|---|---|
| NO LESSON | NO LESSON | NO LESSON |
| Bonding trip | Re-Introduction to H&W (School Values) | Re-Introduction to H&W (School Values) |
| Introduction to H&W (Who can help?) | Effects of Alcohol | Why people join a gang |
| Transition to Secondary School | Effects of Vaping | Consequences of joining a gang |
| What makes a good friend? | Vaping talk IT Happens-Rose | Drugs, the law, and managing risk |
| Relationships | Effects of Caffeine and Cigarettes | Knife Crime- Police resources |
| First aid- allergies | First aid- head injury | Exploring attitudes to alcohol- AA - Rose |
| | | |
| Year 7 - Relationships and Communities | Year 8 - Community and Rights | Year 9 - Careers and GCSE options |
| | | |
| Bullying | Diversity in Bristol | Unifrog Launch |
| Consent and assertive communication | Recognising discrimination | Careers Introduction |
| Identity, rights and responsibilities | British Values (+Protected Characteristics) | GCSE Options linked to Careers |
| Upstander not a Bystander | Upstander not a Bystander | Self reflection- My GCSE options- too short |
| Diversity and innovation EDI diaspora | Diaspora communities EDI | Skills for Careers |
| Staying safe online | Neurodiversity | Upstander not a Bystander |
| | | |
| Year 7 - Introduction to the World of Work | Year 8 - Digital Literacy | Year 9 - Intimate Relationships |

| | | |
|-------------------------------------|---|--|
| Unifrog Launch | Life on social media | Relationships and communications |
| What is a career | Digital resilience / Fake news (media literacy) | Risks of Sex and Sexual Hygiene |
| Careers in the creative industry | Privacy on social media | FLYING START |
| Exploring possibilities- Dream Jobs | Pornography / Portrayal of sex online | Sexual orientation and stereotypes - Brook - Main |
| Neurodiversity lesson | Communicating Safely Online | Sexual orientation and stereotypes - Brook - Main |
| Assessment | Online relationships | Freedom and Capacity to Consent |
| | | <i>Condom Negotiation and further contraceptives as Alt. lesson?</i> |
| | | 31/1 and 7/2 Brook to do talk for 2 groups on each |
| Year 7 - Health and Puberty | Year 8 - Careers- Employability and Entrepreneurial Skills | Year 9 - Relationships and Legality |
| Sleep | Unifrog Launch (Rose Theatre for tutor) | Marriage and parenting |
| | What are employability skills? | |
| Medical Wellbeing | Leaderships Skills- What makes a good leader | Digital relationships - IT Happens main hall |
| Puberty (FGM) | Teamwork Skills and matching my skills to careers | Parenting & The Legal Status of Marriage |
| What do we mean by 'drugs'? | | Asia - Neurodiversity Lesson |
| Healthy Diet | | |
| Year 7 - Mental Wellbeing | Year 8 - Relationships | Year 9 - Care for Self and Others |
| Understanding Emotions | Positive behaviours in healthy relationships RCO | Coping Strategies |
| Self-Worth | Communication and Consent in Relationships | Physical Wellbeing |

| | | |
|---|--|--|
| Social media, phone and tech - Natasha Devon - Virtual- students Rose Theatre | Characteristics of Grooming (+Financial Exploitation) | |
| How to approach revision | Effective revision | Revision and Assessment Skills |
| Assessment week | Assessment week | Assessment week |
| | | |
| Year 7 - Looking Forward | Year 8 - Mental Wellbeing | Year 9 - Responsibilities (Recapping) |
| What is meant by sex, sexuality, and gender? | Safety in public | South Asian Music EDI diaspora |
| | Attitudes to Mental Health | Protected Characteristics + Diversity Recap |
| Y7 trip - Mendips? | Managing Emotions RCO | Pornography + Sending Explicit Images Recap |
| Money and wellbeing | NO LESSON - Residential | NO LESSON - Residential |
| Being a critical consumer | | |
| House Challenge | House Challenge | House Challenge |

| Year 10 Mental Health | Year 11- Building for the Future |
|---|---|
| NO LESSON | NO LESSON |
| 1 Introduction to H and W | Introduction to H&W and Careers Launch Assembly |
| 2 Overcoming new challenges | Art trip |
| 3 Reframing negative thinking | Post 16 Options |
| 4 Mental Health | Apprenticeships |
| 5 Dealing with stress | Self reflection |
| 6 Emotional Wellbeing | Dealing with Change |
| | |
| Year 10- Financial decision making | Year 11- Next steps |
| | Change order here |
| 7 Gambling- get marshmallows | Perservence and resilience |
| 8 Financial survival | Sleep |
| 9 Cyber Crime | Exam stress |

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|---|--|
| 10 Fraud | Revision seminar LBR |
| Lewis Wedlock Main Hall | Black History Month |
| Tutorial/ review term | Diversity |
| Budget game (print resources) | CHANGE ORDER HERE |
| Year 10- Healthy Relationships | Year 11 Communication in relationships |
| Relationship values and healthy relationships | Mock exams |
| IT Happens - intimate relationships Rose Theatre | Tutorials and self reflection (from last term) |
| Consent | Consent - Brook- 2 groups Main and Rose |
| Risks of online relationships | Relationships and communications |
| Risks of sending nudes | Sexual harassment |
| Substance use and assessing risk | Abusive relationships |
| | |
| | |
| Year 10 - Exploring Influence | Year 11- Independence and relationships |
| Body image, weight and Height - Natasha Devon - Virtual- in tutor rooms on Zoom | Exploring sexuality |
| Substance use and managing influence | Fertility and routes to parenthood |
| | |
| Help seeking and sources of support | Pregnancy outcomes |
| | |
| Equality and inclusion | Pregnancy options |
| Valuing diversity | Sexual harassment - Brook 2 groups |
| | |
| Year 10-Careers- World of Work | Year 11 |
| Unifrog Launch (Rose Theatre for tutor) | Freedoms and Festivals - IT Happens- Main |
| CAREERS MORNING (Main Hall) | Tutorials and revision |
| | |
| What type of career is best for me | Tutorials/ revision |
| | |
| Exploring different employer profiles | Independent revision/ tutorials |
| Introduction to CV writing | Study leave? |
| | Extra lesson First aid |
| Year 10 extremism and radicalisation | Year 11 |

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|---|-------------|
| Recognising fake news- tiktok news and echo chamber | Study leave |
| Assessment week | Study leave |
| Understanding and preventing extremism | Study leave |
| Tackling radicalisation | Study leave |
| Hate crime | Study leave |
| Assessment | Study leave |

| Year 12 Mental health and emotional wellbeing/ Readiness for work | Year 13 Independence/ next steps |
|--|---|
| NO LESSON | NO LESSON |
| Introduction to H and W and introduction to mental health | Introduction to H and W- UCAS |
| Mental health, emotional wellbeing and strategies | UCAS Applications |
| Change, loss and grief- LGO ALIS TEST | UCAS Applications |
| Alumnae Breakfast | Alumnae Breakfast |
| Leadership- What is it? | Pornography- Brook - 1 group Rose |
| What makes a great leader | GAP year talk- 6th form centre |
| | |
| Year 12 | Year 13 |
| | |
| Your Leadership Skills | CV Writing |
| Leadership Project | Interview Skills |
| Identity and Mental Health - Natasha Devon - Virtual | Relationship and Values |
| Black History Month CHANGE TO CHANGE/LOSS/GRIEF | Revision seminar |
| Healthy lifestyles and habits- eating disorders | Black History Month |
| Substance use- managing risk | Fertility, pregnancy and post pregnancy |
| | |
| Year 12- Diversity and Inclusion/ Planning for the future | Year 13- health and wellbeing |
| Unifrog Launch | Mock exams |

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|--|---|
| Unifrog Psychometric testing | Mocks reflection and Moving Away to University |
| Reflecting on your Psychometric Testing | Police talk- use their resources? |
| Alumni breakfast- Marketing department | Alumni breakfast - Marketing department |
| Positive relationships and recognising abuse | Student Finance Talk (Virtual Talk Sheffield Uni) |
| Brook- sexual health- Main | Substance use- managing risk |
| extra lesson BLM | |
| | |
| Year 12 | Year 13- health and wellbeing |
| Pleasure | Health screenings with pop in from Elin |
| Living in a diverse society | Health screenings 2 with pop in from Elin |
| Challenging prejudice and discrimination | |
| Post 18 Options- Apprenticeships | IT happens Next Chapter- Main -holidays with friends |
| Post 18 Options- University | RPA- finance session |
| | |
| Year 12 Respectful relationships and healthy choices and safety | Year 13- health choices and safety |
| Post 18 Options- Research University | Friendships and relationship changes |
| Alumnae Breakfast-(Rose Theatre) | Alumnae Breakfast- (Rose Theatre) |
| Personal Statement and wider reading (assembly RPA Rose Theatre- lesson 1) | First Aid for leaving home- Elin |
| Personal Statement | Results Day and Clearing (assembly RPA rose theatre for tutor time) |
| Future relationships - IT Happens - Main | Study leave |
| | Health choices |
| Year 12 | Year 13 |
| Assessment week | Study leave |
| AN ADDITIONAL PERSONAL STATEMENT SESSION | Study leave |
| Confidently seeking support | Study leave |
| UCAS HUB SIGN UP (Assembly RPA) | Study leave |
| RPA- Gap Year | Study leave |
| HOUSE CHALLENGE | Study leave |

| | Year 7 - Transition and Safety | Year 8 - Substances and the Law | Year 9 - Staying Safe |
|---------------------------|---|---|--|
| 06/09/2023 | NO LESSON | NO LESSON | NO LESSON |
| 13/09/2023 | Basic First Aid | Re-Introduction to H&W (School Values) | Re-Introduction to H&W (School Values) |
| 20/09/2023 | NO LESSON - Bonding trip | Effects of Alcohol | Why people join a gang |
| 27/09/2023 | Introduction to H&W (Who can help?) | Effects of Vaping | Consequences of joining a gang |
| 04/10/2023 | Transition to Secondary School | Drugs Police- Walters Building | Drugs, the law, and managing risk |
| 11/10/2023 | Staying safe online | Effects of Caffeine and Cigarettes | Exploring attitudes to alcohol- AA- Rose Theatre |
| 18/10/2023 | What makes a good friend? | <i>Substances and relationships?</i> | Knife Crime- Police- Rose Theatre |
| | | | |
| | Year 7 - Relationships and Rights | Year 8 - Community and Rights | Year 9 - Careers and GCSE options |
| Living in the Wider World | | | |
| 01/11/2023 | Bullying | Diversity in Bristol | Careers Introduction |
| 08/11/2023 | Relationships | Recognising Homophobic Attitudes | GCSE Options linked to Careers |
| 15/11/2023 | Consent and assertive communication | Recognise Religious Discrimination | Self reflection- My GCSE options |
| 22/11/2023 | Identity, rights and responsibilities | British Values (+Protected Characteristics) | Skills for Careers |
| 29/11/2023 | Upstander not a Bystander | Upstander not a Bystander | Upstander not a Bystander |
| 06/12/2023 | <i>Looking at the new behaviour policy?</i> | <i>Looking at the behaviour policy?</i> | <i>Looking at the behaviour policy?</i> |
| 13/12/23 | | | |

| | Year 7 - Introduction to the World of Work | Year 8 - Digital Literacy | Year 9 - Intimate Relationships |
|-------------------|---|---|---|
| | | | |
| 10/01/2024 | RPA | Life on social media | Characteristics of Abusive Relationships |
| 17/01/2024 | RPA | Digital resilience / Fake news (media literacy) | Consent and Communication |
| 24/01/2024 | RPA | Privacy on social media | Risks of Sex and Contraception |
| 31/01/2024 | Raising awareness of autism and learning difficulties | Pornography / Portrayal of sex online | Sexual orientation and stereotypes - Brook - Rose Theatre |
| 07/02/2024 | Self worth | Communicating Safely Online | Sexual orientation and stereotypes - Brook - Rose Theatre |

| | Year 7 - Health and Puberty | Year 8 - Healthy Relationships | Year 9 - Familial Relationships |
|-------------------|------------------------------------|---|--|
| | | | |
| 21/02/2024 | Healthy Diet | Online relationships | The legal status of marriage |
| 28/02/2024 | Sleep | Positive behaviours in healthy relationships | Unplanned Pregnancy |
| 06/03/2024 | Puberty | How to manage breakdown of relationships | Parenting |
| 13/03/2024 | Puberty (FGM) | Communication and consent in relationships | Digital relationships - IT Happens main hall |
| 20/03/2024 | Medical Wellbeing | Characteristics of grooming (+financial exploitation) | Conflict |

| | Year 7 - Mental Wellbeing | Year 8 - Employability and Entrepreneurial Skills | Year 9 - Online Safety |
|------------|---|---|----------------------------------|
| | | | |
| 17/04/2024 | What do we mean by 'drugs'? | RPA | Risks of sending explicit images |
| 24/04/2024 | Understanding Emotions | RPA | Pornography |
| 01/05/2024 | Failing + Self Care | RPA | Body image |
| 08/05/2024 | Social media, phone and tech - Natasha Devon - Virtual- students Rose Theatre | RPA | <i>Online radicalisation?</i> |
| 15/05/2024 | How to approach revision | Effective revision | Revision and Assessment Skills |
| 22/05/2024 | Assessment week | Assessment week | Assessment week |

| | Year 7 - Looking Forward | Year 8 - Mental Wellbeing | Year 9 - Physical and Mental Health |
|------------|--|---------------------------------------|-------------------------------------|
| | | | |
| 05/06/2024 | EDI follow up event? | Attitudes to Mental Health | Physical wellbeing |
| 12/06/2024 | What is meant by sex, sexuality, and gender? | Coping Strategies | |
| 19/06/2024 | Y7 trip - Mendips? | Gambling risks online | |
| 26/06/2024 | Money and wellbeing | NO LESSON - Residential | NO LESSON - Residential |
| 03/07/2024 | Being a critical consumer | Online safety - Police - Rose Theatre | |
| 10/07/2024 | End of Year Quiz and Feedback | End of Year Quiz and Feedback | End of Year Quiz and Feedback |

| Year 10 Mental Health | Year 11- Building for the Future |
|-----------------------|----------------------------------|
| NO LESSON | NO LESSON |

| | |
|---|---|
| Introduction to H and W | Introduction to H and W and Dealing with change |
| Overcoming new challenges | Exam stress |
| Reframing negative thinking | Perseverance and resilience |
| Diversity- Asia | Diversity Asia |
| Emotional wellbeing | Sleep |
| Dealing with stress | Prejudice and stereotyping |
| Mental Health | |
| Year 10- Financial decision making | Year 11- Next steps |
| | CAREERS- Post 16 options and apprenticeships |
| Tutorials | Tutorials |
| Gambling- get marshmallows | Post 16 Options |
| Fraud | Apprenticeships |
| Cybercrime | Self Reflection- What am I going to do |
| Financial survival | Year 11 revision seminar - Main Hall- LBR |
| Budget game (print resources) | CV Writing |

| | |
|--|--|
| Year 10- Healthy Relationships | Year 11 Communication in relationships |
| Relationship values and healthy relationships | Mock exams |
| IT Happens - intimate relationships Rose Theatre | Mock exams |
| Consent | Consent - Brook (split into 2 groups) Rose Theatre and Main Hall |
| Risks of online relationships | Gender Based Violence - Police - Y11 Tutor rooms |
| Risks of sending nudes | Relationships and communications |

| | |
|---|--|
| Year 10 - Exploring Influence | Year 11- Independence and relationships |
| Body image, weight and Height - Natasha Devon - Virtual- Students Rose Theatre? | Sexual harassment |
| Substance use and assessing risk | Abusive relationships |
| Substance use and managing influence | Exploring sexuality |
| Help seeking and sources of support | Fertility and routes to parenthood |
| Tutorial | Pregnancy outcomes |

| | |
|--|----------------|
| Year 10- Extremism and Radicalisation | Year 11 |
|--|----------------|



| | |
|--|--|
| Equality and inclusion | Freedom and Festivals - IT Happens- Rose Theatre |
| Valuing diversity | Pregnancy options |
| Recognising fake news | Tutorials/ revision |
| Understanding and preventing extremism | Independent revision |
| Tackling radicalisation | Study leave? |
| Hate crime - Police | Study leave? |

| Year 10 careers and work experience | Year 11 |
|-------------------------------------|-------------|
| CAREERS- World of Work RPA | |
| Assessment week | Study leave |
| RPA | Study leave |
| Y10 trip - Thorpe park?? | Study leave |
| RPA | Study leave |
| RPA | Study leave |
| RPA | Study leave |

Appendix 3

| Year 12 Mental health and emotional wellbeing/ Readiness for work | Year 13 Independence/ next steps |
|--|---|
| NO LESSON | NO LESSON |
| Introduction to H and W and introduction to mental health | Introduction to H and W and relationship and values |
| Leadership- What is it? | UCAS Applications |
| Mental health, emotional wellbeing and strategies | Substance use- managing risk |
| Alumnae Breakfast | Alumnae Breakfast |
| Change, loss and grief | Pornography- Brook - Main Hall |
| What makes a great leader | UCAS Applications |
| | |
| Year 12 | Year 13 |
| | |
| Identity and Mental Health - Natasha Devon - Virtual | Fertility, pregnancy and post pregnancy |
| Your Leadership Skills | Interview Skills |
| Body image | Health screenings |
| Lewis Wedlock | Lewis Wedlock- Asia |
| Healthy lifestyles and habits- eating disorders | Health screenings 2 |
| Leadership Project | CV Writing |

| Year 12- Diversity and Inclusion/ Planning for the future | Year 13- health and wellbeing |
|--|---|
| | |
| Brook- sexual health | Mock exams |
| RPA | Mock exams |
| Living in a diverse society | Stop and Search - Police |
| Alumni breakfast- Marketing department | Alumni breakfast - Marketing department |
| RPA | RPA |

| Year 12 | Year 13- health and wellbeing |
|--|---------------------------------------|
| RPA | RPA |
| Challenging prejudice and discrimination | Friendships and relationship changes |
| RPA | RPA |
| Positive relationships and recognising abuse | IT happens Next Chapter- rose theatre |
| RPA | RPA |

| Year 12 Respectful relationships and healthy choices and safety | Year 13- health choices and safety |
|--|--|
| Police- top tips | Health choices |
| Alumnae Breakfast | Alumnae Breakfast |
| Confidentially seeking support | First aid for leaving home or body alterations |
| RPA | Study leave |
| Sexuality and pleasure and consent | Study leave |
| RPA | Study leave |

| Year 12 | Year 13 |
|--|----------------|
| | |
| Assessment week | Study leave |
| RPA | Study leave |
| Future relationships - IT Happens - Rose Theatre | Study leave |
| RPA | Study leave |
| Substance use - impact and managing risk | Study leave |
| RPA | Study leave |