



**St John's
School**
Achieving Together



**Bedford Inclusive Learning
and Training Trust**

Achieving • Believing • Collaborating

Relationships, Sex and Health Education (RSHE) Policy

St John's School

Policy Status: Recommended

Review Cycle: Annually

Owner: Catherine Assink

Date: Under Review

Approved by: Trust Board

Date: Under Review

Review Date:

Our commitment

All BILTT schools are committed to equipping all of our pupils with the character and knowledge they need for a happy and successful life. We teach pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships and build their self-efficacy. We do this by ensuring that:

- High quality, evidence-based and age-appropriate teaching of RSHE effectively helps prepare pupils for the opportunities, responsibilities and experiences of adult life.
- The teaching of these subjects also promotes the spiritual, moral, social and cultural development of our pupils. For example, we help pupils learn and remember more through the exploration of age and cognitively appropriate moral dilemmas.
- RSHE education is accessible for all our pupils. We refer to the guidance for preparing for adulthood, as set out in the SEND Code of Practice when designing RSHE.

Our relationship, sex and health education leaders

Every BILTT school has their own allocated RSHE Leader who works closely with their Safeguarding Lead as well as the ICT Teacher to ensure that all aspects of the curriculum are covered in an appropriate, engaging and meaningful way.

Legislation and statutory guidance

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education compulsory for all pupils receiving secondary education up to the age of 16.
- This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of children's learning including:
 - Statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.
 - The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.
 - Keeping Children Safe in Education (Updated September 2024).
 - The Equality Act 2010, particularly the Public sector equality duty (PSED) (s.149 of the Equality Act).and the Special educational needs and disability (SEND) code of practice: HM Government 2014.
 - The Data Protection Act 2018 and General Data Information Protection Regulations.
 - Introduction to requirements – GOV.UK
 - Plan your relationships, sex and health curriculum - GOV.UK
 - Teaching about relationships, sex and health - GOV.UK
 - Relationship Education, Relationship and Sex Education and Health Education guidance
 - Inspecting teaching of the protected characteristics in schools – GOV.UK

Definitions

Through designing and delivering the RSHE curriculum we take into account the age and religious background of all pupils and ensure that their teaching is appropriate and that the topics outlined in the statutory guidance are appropriately handled. We ensure that the content and materials used to support teaching are appropriate for the age and cognition of pupils and sensitive to their needs. As a result, the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect. With cognition and maturity in mind, during the secondary phase we include time for open discussion of topics that children and young people may find particularly difficult, such as consent and the sending of 'nudes'

Relationships and health education (RHE) for primary phase pupils means:

- Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. This means that by the end primary, our children have a secure understanding of:
 - Families and people that care about them;
 - Caring friendships;
 - Respectful relationships;
 - Online relationships;
 - Staying safe. Please also refer to our safeguarding policy and online safety policy

Relationships, sex and health education (RSHE) for secondary phase pupils means:

We build upon the foundations of relationship education from primary school and ensure that by the end of key stage 4 we:

- Make explicit that that sexual violence and sexual harassment (including online) are not acceptable, will never be tolerated, and are not an inevitable part of growing up
- Give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We ensure that lesbian, gay, bisexual and transgender specific content is included within the delivery of our programme.
- Provide information on contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)
- Focus also on teaching pupils what is acceptable and unacceptable behaviour in relationships. This helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Accordingly, by the end of secondary phase education our pupils have a secure understanding of:
 - Families and respectful relationships including friendships;
 - Online and media;
 - Staying safe;
 - Intimate and sexual relationships including sexual health.
 - Specific teaching of what is meant by consent and implications for young people beginning to have relationships

The aim of our RSHE programme is to specifically support pupils in:

- Understanding human sexuality and to respect themselves and others. It does not encourage early sexual experience or experimentation.
- Developing safe, fulfilling and healthy sexual relationships at the appropriate time.
- Understanding the law, taking into account age, physical and emotional maturity, cognition, religious background and developmental differences when planning and delivering our learning.
- Developing pupils resilience and nurturing their positive values through planned opportunities for social interaction within the community.
- Feeling that the content is relevant to them and is clear, sensitive and respectful, and recognising that they may be coming to terms with their own sexual orientation or identity.
- Becoming well informed about the range of aspects of the law which relate to sex including: the age of consent, what consent is and is not, the definitions of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Building awareness of grooming, sexual exploitation and domestic abuse, including

- coercive and controlling behaviour.
- Understanding the physical and emotional damage caused by female genital mutilation (FGM) and the context of the law surrounding this and other forms of 'honour based violence'.
- Understanding the rules and principles of staying safe online and having a strong understanding of how data is generated, collected, used and shared online.

All BILTT schools deliver some aspects of the National Curriculum for science at an appropriate level. This includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

- There is no right for parents to withdraw children from the National Curriculum for science.
- Our curriculum for teaching science can be viewed online on our school websites

The RSHE curriculum:

Our RSHE curriculum is founded on the following:

- Our intention to ensure that all pupils can access RSHE and to achieve the goals as outlined in each school's curriculum plan
- Our implementation of this curriculum enables all pupils to receive this learning in the most appropriate way that enables teachers to accurately assess pupils' progress towards the end of phase goals.
- The impact of this curriculum is evident within pupils' attitudes, positive behaviour and increased confidence in managing relationships with others.

We will ensure that our parents and carers are fully informed about the RSHE curriculum through updates on our website. We will review and evaluate the effectiveness of this curriculum once per year.

Delivery of the RSHE curriculum:

- Our RSHE curriculum is taught within classes by school staff.
- This delivery is enhanced by visits from external organisations and guest speakers where appropriate.
- We will also provide opportunities for parents and carers to attend information evenings.
- In teaching sex education, we provide a non-judgemental, factual approach within a safe environment that allows scope for young people to ask questions in confidence. Our teachers are trained to use distancing techniques, to set ground rules and anonymous question boxes to help manage sensitive discussion and receive responses to these questions.
- It is important that responses are given that satisfy pupils' curiosity in order to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content, and encourage contact and conduct that is unsafe.
- Our online policy applies to all aspects of RSHE.

Equality statement

- We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010.
- We ensure that there is no discrimination towards pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).
- In planning for delivery of Relationship, sex and health education, we make appropriate

adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.

- We are also aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, Relationships education is especially important for those pupils, for example those with social, emotional and mental health needs or learning disabilities. This is reflected within our planning for this subject.

Roles and responsibilities

Relationship, sex and health education leaders in our academy

Every school has their own nominated RSHE Lead who holds the responsibility for collaborating with parents and external agencies on planning the curriculum for RSHE. In collaboration with other senior staff, the RSHE lead has responsibility for:

- Implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate;
- Providing or sourcing appropriate training for colleagues as appropriate.
- Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects;
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND;
- Ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn through regular consultation.

Headteachers

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing any requests to withdraw pupils from non-statutory components of RSE. They are also responsible for ensuring that staff have appropriate training and are given opportunities to keep up to date with local and national guidance.

The right to be excused from sex education (the right to withdraw)

- We appreciate that some parents/carers may wish to exercise their right to withdraw their child from some or all of the sex education that is delivered as part of statutory RSHE.
- When a parent / carer advises the academy that they wish to withdraw their child, our Headteacher will meet with the parents/carers and the child to understand the reasons for the withdrawal request. This discussion will also focus on the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.
- For most pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the Headteacher in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Headteacher will want to take a pupil's SEND into account when making this decision.
- When a pupil is excused from sex education, we will ensure that this pupil receives appropriate, purposeful education during the period of withdrawal.

Working with parents, carers and the wider community

- We recognise that the role of parents in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- We provide opportunities for parents to collaborate with the academy on planning and delivering RSHE.
- We ensure that parents are advised what will be taught and when and clearly communicate the fact that parents have the right to request that their child be

withdrawn from some or all of sex education delivered as part of statutory RSHE.

- We provide parents/carers every opportunity to understand the purpose and content of RSHE through the content on our website, parents' consultations and personal communications.
- We welcome any questions about the school's approach to RSHE from parents/ carers to help increase confidence in the curriculum. We will also provide opportunities for parents to discuss what their children will be taught, address any concerns and help support parents in managing conversations with their children on these issues.
- In order to provide an RSHE curriculum which is appropriate to the needs of all pupils with SEND, closer collaboration with some parent/carers may be required. This may also involve partnership with outside agencies. All BILTT schools are committed to providing the highest quality learning, so that all pupils, including those with SEND, make outstanding progress in RSHE.

The Local Governing Body

Our local governing body (LGB) ensure that:

- All pupils make progress in achieving expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teachers explore how new pedagogies and technology can be fully utilised to support the subjects;
- Teaching is delivered in ways that are accessible to all pupils with send;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations with regards to relationships, sex and health education.

Working with external organisations or visitors

- Agree in advance, how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Please refer to our Child Protection and Safeguarding policy.
- Any information provided for visitors is in line with the Data Protection Act 2018 and GDPR regulations.
- Where we use an external organisation or visitor to deliver sessions, the aim will be to supplement learning provided by the teacher, not to replace it: Where we use an external agency or visitor to deliver a session or sessions for pupils, we will follow our usual process for checking credentials.
- We will ensure that the proposed teaching fits in with our planned programme and published policy and will enhance the teaching of that topic.
- We will discuss how the visitor will deliver their sessions and ensure that the content is age and cognition appropriate and accessible for pupils.
- We will request to view the materials visitors will use in the sessions as well as a session plan in advance, so that they can co-plan, including ensuring that it is well differentiated to meet the full range of pupils' needs

Review process

This policy will be reviewed annually by RSHE leads and Designated Safeguarding Leads. At every review, it will be approved by the BILTT Board of Trustees and individual Academy LGB.

Links with other policies

This policy also links to other policies and procedures which can be accessed via the school's website.

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Code of Conduct
- Equal Opportunities
- Online Safety Policy

Appendix 1: Relationship education outcomes for pupils at end of the primary and secondary phase

Overview of Relationship and Sex Education Curriculum

Lower School

- Myself
- My family
- My feelings
- My senses
- Body awareness

Middle School

- Myself and others
- My family
- Relationships - healthy and unhealthy
- Kind and unkind behaviours
- Body parts and private zones
- Looking after my body
- Differences boys V's girls, male V's female
- Growing and changing
- Personal hygiene
- Puberty
- Menstruation

Upper School

- Myself and others - My identity, diversity and discrimination
- My family
- Relationships - Types, positive and harmful relationships
- Body Parts
- Personal hygiene
- Appropriate and inappropriate touch
- Masterbation
- Private and public places
- Consent
- Puberty, reproduction and parenting
- Contraception
- Sexual identity

Lower School Safeguarding Curriculum

By the end of Lower phase we expect pupils to be:

- Aware of who they are, their name, class group, family members, pets etc.
- Aware about different types of families including those that may be different to their own.
- Aware of who their friends and class / phase staff are.
- Able to identify their different body parts and the use of each one.
- Able to recognise and name different feelings and communicate their feelings to others and to recognise how others show feelings and how to respond to them.
- Aware of how to ask for help if a friendship is making them feel unhappy.
- Aware of the people who can help us e.g. acquaintances, friends, relatives and school staff.
- Aware of the different roles and responsibilities people have in their community and how they

can help us.

- Aware of the appropriate adults they can speak to in case they have any safeguarding concerns. Recognise who they can ask for help and know when they need help.
- Aware of the dangers and know not to speak to anyone they do not know.
- Able to recognise what is kind and unkind.
- Aware of healthy and unhealthy foods.
- Aware of and follow simple hygiene routines that can stop germs from spreading.
- Aware of how to take care of their body e.g. brushing teeth and hair, exercise etc.
- Aware of different animals and their needs.
- Aware of how to look after animals.
- Aware of basic water safety and survival techniques such as floating, treading water.
- Able to select and use technology for a purpose.
- Aware that they must ask an adult whether they can use a game or app.
- Aware that information can be retrieved from computers and can tell an adult if what they see makes them feel worried.
- Aware that their Privates are private and their body belongs to them.
- Aware that No means no and they must talk about secrets that upsets them.

PMLD Group for lower school

- Recognise their own photo compared to someone else
- Recognise different of the body parts
- Make people aware if they are not happy or uncomfortable
- To know the difference between familiar/unfamiliar people in the community
- Awareness of public and private places
- Recognise different feelings and what they mean.
- To be aware of other people's emotions by facial recognition
- To be able to navigate around a room safely
- To be able to communicate yes or no.

Middle School Safeguarding Curriculum Outcome

By the end of Middle phase we expect pupils to be:

- Aware of how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- Able to recognise that not everyone feels the same at the same time, or feels the same about the same things.
- Aware of how to respond appropriately when meeting/greeting somebody.
- Aware about growing and changing from young to old and how people's needs change.
- Able to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles.)
- Aware of some of the physiological changes that occur to the body as we grow up.
- Able to recognise that there are different types of relationships and how to keep safe in them (e.g. friendships, family relationships, romantic relationships, online relationships.)
- Aware about rules that keep us safe.
- Aware about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters.)
- Aware of ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.
- Aware about the people whose job it is to help keep us safe and how to contact them.
- Aware of basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.
- Aware of how to get help in an emergency (how to dial 999 and what to say.)
- Aware of what constitutes a healthy diet; risks associated with not eating a healthy diet including obesity and tooth decay.
- Aware of the importance for good health of physical exercise, and a healthy diet, and about the ways to keep healthy and safe.

- Aware that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.
- Aware about how hygiene routines change during the time of puberty.
- Aware of how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking.)
- Aware of how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.
- Aware that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.
- Aware that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.
- Aware about how people make friends and what makes a good friendship.
- Aware about how to recognise when they or someone else feels lonely and what to do.
- Aware that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.
- Aware that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable. Aware of what I can do if I'm being bullied.
- Aware that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- To know which parts of the body are 'ok'/'not ok' to touch when meeting somebody.
- Aware that sometimes people may behave differently online, including by pretending to be someone they are not.
- Aware about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually.)
- Aware of what is kind and unkind behaviour, and how this can affect others.
- Aware of how the internet and digital devices can be used safely to find things out and to communicate with others.
- Aware of the different groups that make up their community; what living in a community means.

PMLD Group for Middle school

- Recognise their own photo compared to someone else
- Recognise different of the body parts
- Make people aware if they are not happy or uncomfortable
- To know the difference between familiar/unfamiliar people in the community
- Awareness of public and private places
- Recognise different feelings and what they mean.
- To be aware of other people's emotions by facial recognition
- To be able to navigate around a room safely
- To be able to communicate yes or no.

Upper School Safeguarding Curriculum

By the end of Upper phase we expect pupils to be:

- Aware about ways of sharing feelings and the range of words to describe feelings.
- Able to recognise when they need help with feelings and that it is important to ask for help with feelings.
- Aware of strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations.
- Aware about change and loss (including death) and able to identify feelings associated with this and to recognise what helps people to feel better.
- Aware that bacteria and viruses can affect health and how everyday hygiene routines can limit the spread of infection. They will know the wider importance of personal hygiene and how to maintain it.
- Aware of what good physical and mental health means and how to recognise early signs of physical or mental illness. To be able to seek appropriate help for their mental and physical

health (Doctors, childline etc).

- Aware about strategies and behaviours that support their mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.
- Aware about the benefits of sun exposure and risks of overexposure and how to keep safe from sun damage and sun/heat stroke to reduce the risk of skin cancer.
- Aware of hazards (including fire risks) that may cause harm, injury or risk in the home and out in the community and what they can do to reduce risks and keep themselves and others safe.
- Aware of how to keep safe using various modes of transport. How to cross the road safely and the consequence of not crossing the road safely.
- Aware of the importance of taking medicines correctly (with adult support/supervision) and using household products safely, (e.g. following instructions carefully.)
- Aware of the importance of keeping personal information private and strategies for keeping safe online, including how to manage requests for personal information or images of themselves and other.; What to do if frightened or worried by something they have seen or read online and how to report concerns, inappropriate content and who to contact.
- Aware of how to report concerns: Stranger danger online; Sharing personal information/ passwords; Gaming age restrictions/age appropriate content.
- Aware of how to respond and react in an emergency situation and how to identify situations that may require the emergency services. They will know how to contact them and what to say.
- Aware of what is meant by first aid and basic techniques for dealing with common injuries.
- Able to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
- Aware of the processes of reproduction and birth as part of the human life cycle and how babies are conceived and born (and that there are ways to prevent a baby being made.)
- Aware that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.
- Aware of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines.) Aware of the impact on their health and recognise that the use of these can become a habit which can be difficult to break.
- Aware of the risks of illegal drugs and how to get help.
- That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable. How to report bullying and the importance of telling a trusted adult.
- Aware of the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- Aware of what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- Able to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and ask for support if necessary.
- Aware of why someone may behave differently online, including pretending to be someone they are not and the strategies for recognising risks, harmful content and contact and how to report any concerns.
- Able to recognise different types of physical contact and what is acceptable and unacceptable. Aware of strategies to respond to unwanted physical contact.
- Aware of the reasons for rules and laws and the consequences of not adhering to rules and laws.
- Able to recognise things that are appropriate to share and things that should not be shared on social media.
- Able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them.)
- Aware of private and public places.

- Aware of consent and NO means No.
- Aware of what Prevent and terrorism is and who, how and why it can happen. What to do and who to get help from if concerned.
- Aware of radicalisation and extremism and how people are groomed. What they need to do to help themselves and others.
- Aware of county lines and who to turn to for help. Aware of how to identify who our real friends are.
- Aware of sexting and the sharing of images.

PMLD Group for Upper school

- Recognise their own photo compared to someone else
- Recognise different of the body parts
- Make people aware if they are not happy or uncomfortable
- To know the difference between familiar/unfamiliar people in the community
- Awareness of public and private places
- Recognise different feelings and what they mean.
- To be aware of other people's emotions by facial recognition
- To be able to navigate around a room safely
- To be able to communicate yes or no.

Key stage CPSHE and RSHE curriculum and associated EQUALS units

We are currently completing the Rainbow flag award and will incorporate this within the curriculum where appropriate.

Areas of learning taken from the PSHE Association planning framework for pupils with SEND: **Self Awareness, Self-Care Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles, The World We Live In**

Yellow highlight – links to SJS pertinent safeguarding issues and locally pertinent safeguarding issues

Early Years / Reception						
In Early Years at St John's pupils will follow the Development Matters curriculum, covering the topics of understanding the world, physical development (self-care) and personal, social and emotional development. This document can be used to support Key Stage 1 dependent on pupil pathway and development of understanding.						
	Term 1: Autumn		Term 2: Spring		Term 3: Summer	
Key Stage 1						
2020-21	Kind and unkind behaviours SA2 Playing and working together SA3 1.5b Personal Responsibility **link to SJS child on child, bullying	Taking care of ourselves SSS1 1.3a Ourselves	Identifying and expressing feelings MF1 <i>PSHE Association document</i>	Baby to adult CG1 1.1a Knowing Myself	Healthy eating HL1 1.3b Food/exercise – “healthy choices”	Jobs people do WIL12 1.1b Being Aware in the Community **links to grooming
2021-22	People who are special to us SA4 1.4b The People Around Me	Keeping safe SSS2 1.2b Looking After Our Environment **See My Outdoor School/travel training/shopping/ Geography for safety in the local community	Dealing with touch CG3 1.5a Making Personal Choices **links to consent	Different types of relationships CG4 1.4a Caring **link to SJS child on child abuse, bullying	Keeping well HL3 1.3b Food/exercise – “healthy choices”	Belonging to a community WIL15 1.2a Belonging to Groups **links to grooming
Key Stage 2						
2020-21	Getting on with others SA5 2.4a Friends 2.1b Choosing	Keeping safe online SSS4 2.3c Keeping Safe 2.5c Safety in the	Managing strong feelings MF2 2.5b Rights and Choices	Different types of relationships CG4 <i>PSHE Association document</i>	Healthy eating HL1 2.5b Rights and Choices	Taking care of the environment WIL14 2.2a Recycling

	**links to grooming	Community **See My Outdoor School/travel training/shopping/ Geography for safety in the local community	**links to consent	**link to SJS child on child abuse, bullying		
2021-22	Kind and unkind behaviours SA2 **link to SJS child on child abuse, bullying 2.4c Playing and Learning Together 2.1d Taking Responsibility Towards Others	Trust SSS3 PSHE Association document	Changes at puberty CG2 2.3d Growing and Changing	Managing strong feelings MF2 2.5b Rights and Choices **links to consent	Taking care of physical health HL2 Keeping well HL3 2.3a Medicines and Drugs	Belonging to a community WIL15 2.1c Communities **links to grooming Money (as appropriate) 2.2d Valuing Money
2022-23	People who are special to us SA4 2.4b My Family	Keeping safe online SSS4 2.2c Topical Issues 2.3c Keeping Safe	Dealing with touch CG3 1.5a (extend from KS1 gender and skills) **links to consent	Different types of relationships CG4 PSHE Association document **link to SJS child on child abuse, bullying	Healthy eating HL1 2.1b Choosing	Rules and laws WIL13 2.2b Rules
2023-24	Things that we are good at SA1 2.1a Being Aware of My Ability	Public and private SSS5 2.5d Respecting Privacy	Changes at puberty CG2 2.5a Knowing How I Am Changing	Dealing with touch CG3 PSHE Association document **links to consent	Taking care of physical health HL2 Keeping well HL3 2.3b Healthy Exercise	Respecting differences between people WIL11 2.1c Communities 2.4d Special Days
Key Stage 3						
2020-21	Skills for learning SA2 3.1a Recognising My Needs	Feeling unwell SSS1 Frightened and worried SSS2 3.1f Feelings	Self-esteem and unkind comments MF1 3.2d Helping Others	Puberty CG1 Friendships CG2 3.5a My Changing Body (including menstruation) **link to SJS child on	Elements of a healthy lifestyle HL1 3.3a Health and Exercise 3.3e Personal	Taking care of the environment WIL13 3.2e Looking After Our School **See My Outdoor School/travel

				child abuse, bullying	Hygiene	training/shopping/ Geography for safety in the local community
2021-22	Personal strengths SA1 3.4b Self Evaluation	Keeping safe online SSS4 3.1c Media and Advertising **link to grooming	Strong feelings MF2 3.1f Feelings	Puberty CG1 Friendships CG2 3.5c Being Myself **link to SJS child on child abuse, bullying	Mental wellbeing HL2 Medicinal drugs HL6 3.3b Leisure Awareness 3.3d Medicines and Medication *link to locally pertinent drug misuse	Managing finances WIL15 3.2b Earning and Spending 3.1e Money and Environment
2022-23	Skills for learning SA2 3.2a Everyday Choices **links to consent	Public, private SSS6 3.5b Awareness and Coping 3.5f Human Development	Self-esteem and unkind comments MF1 3.4e Peer Pressure 3.5e Personal Sensitivity **link to locally pertinent County Lines	Puberty CG1 and friendships CG2 3.4a Changing Relationships **link to grooming	Physical activity HL3 3.3f Exercise is Fun Healthy eating HL4 3.3c Healthy Lifestyles	Human diversity, rights and responsibilities WIL11 3.4c Respecting Others 3.1d Communities and Cultures **links to bullying, child on child abuse
Key Stage 4						
2020-21	Managing pressure SA4 4.1a Self Esteem Keeping safe online SSS4 (follow online safety curriculum SJS) **link to grooming	Accidents and risk SSS3 4.3a Safe Relationships and Lifestyles **link to grooming, consent	Emergency situations SSS5 <i>PSHE Association document</i> 4.4f Crisis and Response Expectations of relationships and	Long term relationships and parenthood CG5 4.5d Relationships and Divorce	Elements of a healthy lifestyle HL1 Mental wellbeing HL2 4.3e Healthy Eating 4.3f Exercise is for Life	Human diversity rights and responsibilities WIL11 4.2d Looking After the Environment 4.2a Accessing the Community

	**link to SJS child on child abuse		abuse MF4 4.3a Safe Relationships and Lifestyles **link to grooming, consent		**links to locally pertinent drug misuse	**See My Outdoor School/travel training/shopping/ Geography for safety in the local community Managing finances WIL15 4.2b Banks and Saving **link to grooming, exploitation
2021-22	Prejudice and discrimination SA3 4.4a Stereotypes 4.4d Ethnic Diversity **link to SJS child on child abuse Public and private SSS6 4.5a Understanding My Bodily Needs	Healthy and unhealthy relationships Behaviour CG3 4.4c Working Relationships **link to SJS child on child abuse	Romantic feelings, sexual attraction MF3 4.4e Communicating About Feelings and Relationships	Intimate relationships, consent and contraception CG4 4.5e Pregnancy and Birth **links to consent	Managing online information WIL12 4.2f The Media Body image HL5 4.3c Personal Care and Hygiene **links to online safety, grooming	Preparing for adulthood WIL14 4.1f Taking Responsibility for Employment 4.4b Planning for the Future Drugs/alcohol/tobacco HL7 4.3d Drugs awareness **link to locally pertinent drug misuse

Key Stage 5

In Key Stage 5 students will develop their knowledge of PSHE and RSHE according to individual need and will dip into the curriculum as appropriate to their pathway and level of understanding. Within PSHE, other areas of learning will be included such as preparing for life after school, career opportunities, work experience, planning for their future. Additional topics may include:

- Gambling
- Drugs, alcohol
- Long term relationships, parenthood
- Intimate relationships, consent and contraception

Curriculum Overview: adapted from PSHE association planning document for pupils with SEND

Pre-Formal	Self-determination and Independence Develop understanding of routines to be able to anticipate what will happen next in familiar contexts Start to anticipate and may initiate as they recognise the routine Begin to recognise and use real objects or symbols in order to make choices Develop object permanence and simple cause and effect on immediate environment to increase their independence Self-Care & Independence Be able to use some pre-intentional communication (crying) in order to have their needs met Show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup) Well-Being Begin to use intentional communication (eye contact, AAC, gesture etc) to initiate and continue interactions and games with familiar adults Respond to familiar peers in their vicinity or in shared games such as parachute Be able to be comforted by familiar adults, start to be able to self-soothe with support (i.e. using a chew buddy, responding positively to a sensory circuit) Explore new places, people and activities, with the support of a familiar person
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Semi-Formal	Self-Awareness and Relationships Show an awareness of others in play, by beginning to copy actions or share resources Engage in self-led play for an increasing duration, and develop confidence in expressing their likes and dislikes Demonstrate affection towards people they care about, turn-take for a sustained period, wish to share their experiences with others Engage in role play, alongside adults and peers Develop the skills to work and play co-operatively with others Identify people who are special to us, care for us, be able to interact with these people and show that they are special to us Explore family celebrations and the diversity of these	Self-Care, Support and Safety Be able to ask for help Be able to use cutlery appropriately, in order to feed themselves with more independence Be able to complete hand washing and tooth brushing routines with increasing independence (turning taps on and off etc) Know their body parts Be able to identify appropriate clothing and accessories for different situations i.e. different weather conditions Develop the fine and gross motor skills needed to be able to put on and take off items of clothing Know and be able to complete the sequence of getting dressed / undressed Begin to develop an understanding of privacy Be able to follow basic instructions to keep safe Be able to use IT equipment and the internet safely, follow basic rules and know how to gain help if there is a problem Understand that some areas are public, and some are private Know what behaviours are appropriate for public and private and to know a trusted adult is only to support in private areas Know and follow hygiene rules when preparing food Be able to use basic equipment to prepare snacks and simple dishes Develop control when pouring or measuring liquids and other ingredients Be able to deal with an accident in the kitchen	Managing Feelings Be able to follow some routines with support, such as the use of a Now and Next board, tidying up, sharing and taking turns Be able to express their emotions and have an awareness that their actions can hurt others Extension of EYFS curriculum, working on expressing feelings of self, considering feelings of others, begin self-regulation and self-soothing skills and developing an understanding of empathy Develop awareness of feelings and that of others, and to know that my behaviour can affect others and vice versa
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Semi-Formal	Changing and Growing Respond to range of familiar adults, recognise they have grown and changed, recognise differences between people, awareness of emotions in self and others Choose and reject physical contact, name body parts, develop personal care routines, privacy, clothing choices Develop awareness of appropriate touch: choose and reject physical contact, name body parts, develop personal care routines, privacy, clothing choices	Healthy Lifestyles Know that some foods are healthy, and some are unhealthy; to develop like and dislike and try a range of foods Engage in a range of physical activity at an appropriate level and understand that this is important for a healthy lifestyle Identify when we feel unwell and be able to communicate this to a trusted adult Be aware of those who can make us feel better and how Engage in a range of physical activity at an appropriate level and develop understanding of keeping ourselves safe in a variety of environments	The World We Live In Explore and identify jobs that people do Know some basic ways to take care of our immediate environment Be able to follow basic rules in school Know that money has value and begin to explore money as a means of exchange
Formal	Self-Awareness and Relationships Extend their play successfully to include other people and larger groups Be able to initiate, turn-take and compromise in their play Be able to confidently ask for help when required Understand what is, kind and unkind and how these behaviours may affect themselves and others Be able to co-operatively engage with others through social interactions including work and play Be able to recognise bullying behaviour and know this is not acceptable Be able to discuss what they like about themselves, and other people	Self-Care, Support and Safety Be able to complete more complex self-care tasks, such as fastenings on clothing and chopping harder foods Understand and follow appropriate hygiene routines around hand washing and food preparation Have bladder and bowel control, and are able to use the toilet more consistently where appropriate Be able to identify ways of keeping safe in home, school, and community Be able to follow basic rules to keep safe and make informed choices Be able to identify a trusted adult and know that someone you haven't met is a stranger	Managing Feelings Develop awareness of a more complex range of emotions Be able to manage their behaviour more consistently, and adapt to different environmental expectations (staying close to adult in shops, not approaching strangers in the community, not running near the swimming pool) Be able to discuss the feelings of themselves and others and offer explanations for these feelings Recognise the difference between what is right and wrong, or fair and unfair, and discuss with a familiar adult

	Changing and Growing Develop awareness of family, differences amongst families and people, how people care for us, friends, introduction to a romantic relationship, long term relationships Develop awareness of their bodies, stages of development and changes over time, developing independence	Healthy Lifestyles Know that some foods are healthy, and some are unhealthy Be aware of allergies and what is safe to eat and what is inedible Know that we should only take medication from a trusted adult and that some drugs can be harmful	The World We Live In Identify the groups that I am part of what I do in each group and participate and interact in group activities appropriately Know why it is important to take care of living things Identify the groups that I am part of, know that I have responsibilities within each group and know that being part of a group has benefits and challenges Be aware of different methods of payment and how we can keep money safe Know that there are rules and laws that I need to follow and be able to follow basic rules in school Know that there are similarities and differences between people, and treat others with respect
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Curriculum Overview: adapted from PSHE association planning document for pupils with SEND

Pre-Formal	Self-determination and Independence Develop understanding of routines to be able to anticipate what will happen next in familiar contexts Start to anticipate and may initiate as they recognise the routine Begin to recognise and use real objects or symbols in order to make choices Develop object permanence and simple cause and effect on immediate environment to increase their independence Self-Care & Independence Be able to use some pre-intentional communication (crying) in order to have their needs met Show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup) Well-Being Begin to use intentional communication (eye contact, AAC, gesture etc) to initiate and continue interactions and games with familiar adults Respond to familiar peers in their vicinity or in shared games such as parachute Be able to be comforted by familiar adults, start to be able to self-soothe with support (i.e. using a chew buddy, responding positively to a sensory circuit) Explore new places, people and activities, with the support of a familiar person
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Semi-Formal	Self-Awareness and Relationships Show an awareness of others in play, by beginning to copy actions or share resources Engage in self-led play for an increasing duration, and develop confidence in expressing their likes and dislikes Demonstrate affection towards people they care about, turn-take for a sustained period, wish to share their experiences with others Engage in role play, alongside adults and peers Develop the skills to work and play co-operatively with others Identify people who are special to us, care for us, be able to interact with these people and show that they are special to us Explore family celebrations and the diversity of these Know that some behaviours are public and private and to know that certain activities must be done in private Know how to do this safely and appropriately	Self-Care, Support and Safety Be able to ask for help Be able to use cutlery appropriately, in order to feed themselves with more independence Be able to complete hand washing and tooth brushing routines with increasing independence (turning taps on and off etc) Know their body parts Be able to identify appropriate clothing and accessories for different situations i.e. different weather conditions Develop the fine and gross motor skills needed to be able to put on and take off items of clothing Know and be able to complete the sequence of getting dressed / undressed Begin to develop an understanding of privacy Be able to follow basic instructions to keep safe Be able to use IT equipment and the internet safely, follow basic rules and know how to gain help if there is a problem Understand that some areas are public, and some are private Know what behaviours are appropriate for public and private and to know a trusted adult is only to support in private areas Know and follow hygiene rules when preparing food Be able to use basic equipment to prepare snacks and simple dishes Develop control when pouring or measuring liquids and other ingredients Be able to deal with an accident in the kitchen Identify the feelings of frightened, unwell and worried and how to communicate these to an adult	Managing Feelings Be able to follow some routines with support, such as the use of a Now and Next board, tidying up, sharing and taking turns Be able to express their emotions and have an awareness that their actions can hurt others Extension of EYFS curriculum, working on expressing feelings of self, considering feelings of others, begin self-regulation and self-soothing skills and developing an understanding of empathy Develop awareness of feelings and that of others, and to know that my behaviour can affect others and vice versa Develop awareness that positive behaviours (such as kindness) can have a positive impact on our own feelings and well-being. To be aware of consequences of unkind/negative actions and know how to help others
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Semi-Formal	Changing and Growing Respond to range of familiar adults, recognise they have grown and changed, recognise differences between people, awareness of emotions in self and others Choose and reject physical contact, name body parts, develop personal care routines, privacy, clothing choices Develop awareness of appropriate touch: choose and reject physical contact, name body parts, develop personal care routines, privacy, clothing choices	Healthy Lifestyles Know that some foods are healthy, and some are unhealthy; to develop like and dislike and try a range of foods Engage in a range of physical activity at an appropriate level and understand that this is important for a healthy lifestyle Identify when we feel unwell and be able to communicate this to a trusted adult Be aware of those who can make us feel better and how Engage in a range of physical activity at an appropriate level and develop understanding of keeping ourselves safe in a variety of environments Be able to identify healthy foods, maintain regular food intervals and explore a wider range of foods to inform like and dislike Know the benefits of leading a healthy lifestyle and begin to take responsibility for leading a healthy lifestyle Know what it means to be calm and relaxed and implement strategies to help us to maintain good mental wellbeing	The World We Live In Explore and identify jobs that people do Know some basic ways to take care of our immediate environment Be able to follow basic rules in school Know that money has value and begin to explore money as a means of exchange Take an active role in ensuring the environment is clean and tidy Know and follow rules and accept differences between people
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Formal	Self-Awareness and Relationships Extend their play successfully to include other people and larger groups Be able to initiate, turn-take and compromise in their play Be able to confidently ask for help when required Understand what is kind and unkind and how these behaviours may affect themselves and others Be able to co-operatively engage with others through social interactions including work and play Be able to recognise bullying behaviour and know this is not acceptable Be able to discuss what they like about themselves, and other people Identify what they are good at and start to consider opportunities for the future Develop evaluation skills, suggest improvements, and begin to develop strategies to manage negative comments Know what pressure is, identify pressure and bullying and know how to access help and advice Understand that there are both similarities and differences and that we need to respect these within society	Self-Care, Support and Safety Be able to complete more complex self-care tasks, such as fastenings on clothing and chopping harder foods Understand and follow appropriate hygiene routines around hand washing and food preparation Have bladder and bowel control, and are able to use the toilet more consistently where appropriate Be able to identify ways of keeping safe in home, school and community Be able to follow basic rules to keep safe and make informed choices Be able to identify a trusted adult and know that someone you haven't met is a stranger Be able to use the internet and social media safely, behave appropriately online and know to request help if there is a problem	Managing Feelings Develop awareness of a more complex range of emotions Be able to manage their behaviour more consistently, and adapt to different environmental expectations (staying close to adult in shops, not approaching strangers in the community, not running near the swimming pool) Be able to discuss the feelings of themselves and others and offer explanations for these feelings Recognise the difference between what is right and wrong, or fair and unfair, and discuss with a familiar adult Be able to identify positive and negative strong feelings in self and others and develop strategies to manage these appropriately Know how to get help with strong emotions if needed
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Formal	Changing and Growing Develop awareness of family, differences amongst families and people, how people care for us, friends, introduction to a romantic relationship, long term relationships Develop awareness of their bodies, stages of development and changes over time, developing independence Identify how we have changed over time in ourselves, identify changes in responsibilities Understand why puberty happens Develop a basic understanding of pregnancy and birth	Healthy Lifestyles Know that some foods are healthy, and some are unhealthy Be aware of allergies and what is safe to eat and what is inedible Know that we should only take medication from a trusted adult and that some drugs can be harmful Know the benefits of leading a healthy lifestyle and the consequences when we don't Know that some medicines are prescribed, and some are accessible over the counter Know that all medicines come with risk and take any medication safely	The World We Live In Identify the groups that I am part of what I do in each group and participate and interact in group activities appropriately Know why it is important to take care of living things Identify the groups that I am part of, know that I have responsibilities within each group and know that being part of a group has benefits and challenges Be aware of different methods of payment and how we can keep money safe Know that there are rules and laws that I need to follow and be able to follow basic rules in school Know that there are similarities and differences between people, and treat others with respect Develop an understanding of compassion and consequences Know what is meant by earning, spending, saving, borrowing, lending and affording Begin to apply knowledge of recognising and using money appropriately to the wider community Know that the community is diverse and to treat everyone with respect Follow rules and expectations and ask for help/advice appropriately
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