



# BROMSGROVE SCHOOL

## PSHE POLICY

Author:	Head of PSHE
Reviewed:	August 2024
Next Review Due:	August 2025
Scope:	Senior School

## 1. AIMS

Personal, Social, Health and Economic (PSHE) education is a programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. In the Senior School, PSHE is delivered to Years 9, 10 and 11 through Life Skills lessons.

Life Skills lessons cover:

- the nature and consequences of discrimination, bullying and aggressive behaviours (including cyber-bullying), and how to respond and ask for help
- encouraging students to make responsible, informed decisions related to drugs, alcohol and sexual consent
- understanding the causes, implications and sources of help for mental and physical health problems
- considering next steps in education or career and financial future.

In general, Life Skills aims to equip pupils to thrive in their lives beyond School, encouraging balance and confidence, in line with the School's aims.

The aims of PSHE are also embedded within the whole School Mission Statement, in which Bromsgrove School aims to produce:

**Happy, creative, moral citizens who live motivated, fulfilled lives while enriching the lives of others.**

It seeks to achieve this through:

**An enlightened, disciplined and broad education that responds to global change while retaining core values.**

The Core Values Bromsgrove seeks to foster in its pupils are:

**Humility and Confidence**  
**Compassion and Ambition**  
**Respect and Curiosity**  
**Tolerance and Vision**

The Life Skills course has connections to all aspects of School life and, as such, has a positive influence on pupils' learning and relationships throughout the wider community. Provision of PSHE is explicitly designed to contribute to the process of growing up and preparation for responsibility in adult life, by promoting fundamental British values and by instilling enduring, universal values which help to nurture pupils' integrity and autonomy, allowing them to become responsible and caring citizens capable of contributing to the development of a just society.

The PSHE programme is delivered in a multitude of ways: through Life Skills lessons but also via Tutor meetings, Sixth Form Enrichment, Assemblies and Chapel Services.

## 2. STATUTORY REQUIREMENTS

In line with the amendments to RSE and Health Education, as per the Government DfE guidance document *Personal, social, health and economic (PSHE) education* (DfE 2020), we adhere to the following guidance:

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE... Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Relationship and Sex Education is also now a requirement in all schools and is incorporated into the Life Skills programme. Parents will have a right to withdraw from Sex Education only (not Relationship Education or Health Education, or any other elements of PSHE) up to three terms before the child turns 16, after which time attendance becomes the choice of the pupil.

As an independent school, we are still required to comply with other government guidance regarding areas such as Safeguarding, SMSC, and the teaching of fundamental British values. Each of these have a consideration in our PSHE delivery.

### **Fundamental British Values**

Various activities promote fundamental British values: democracy, the rule of Law, individual liberty, respect and mutual tolerance. These include participation in charities work, Model United Nations, European Youth Parliament, and regular debating at School or in competitive debates. The substantial CCF and Duke of Edinburgh Award Scheme at School also promotes respect and tolerance, as does community service for the elderly, young and disabled. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the School's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Bromsgrove School welcomes and celebrates the diversity of its staff and students. We expect everyone to support and sustain diverse, inclusive, equitable relationships that are safe and welcoming for all. The Diversity Committee is an opportunity for students to discuss issues in this regard including Black Lives Matter.

By the very nature of our School and its House system, British and International students work closely together and learn the benefits of diversity and respect. With a Christian Foundation, all pupils attend weekly Chapel Services and the whole School assembly on a Monday morning, which promote and celebrate fundamental human values. Staff recognise the importance of promoting democracy, equality, individual rights and mutual respect as a way of School life and through the taught curriculum in the compulsory Humanities I/GCSEs taught until the end of Year 11. GCSE Religious Studies is an optional subject for Year 9 and above. Some aspects of Religious Education will be taught through PSHE-Life Skills lessons.

## **3. CONTENT AND DELIVERY**

### **PSHE Scheme of Work**

The scheme of work in Years 9 and 10 largely follows that of Jigsaw Education aligning the Senior School with the teaching of PSHE in the Prep School where this model is used. This allows for continuity of learning and enables pupils to review and develop their skills, knowledge and understanding. In Year 11, a more bespoke curriculum is used which is enhanced by Unifrog resources, and chooses the best resources from Jigsaw and the PSHE association.

As such, at Key Stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

The core aim is to ensure developmental progression for all students by revisiting themes year on year, building on and extending prior learning as well as supporting pupils who are new to Bromsgrove School. The core themes are listed in Appendix 1.

Notwithstanding these programmes, it is important to remain flexible and ensure that the needs of pupils are addressed, and that topics and resources are flexible and interchangeable. The programme is also flexible to cater for visiting speakers, changes in learning situations (e.g. Covid-19), new materials and topical issues.

The Head of PSHE in the Senior School works closely with the Head of PSHE in the Prep School, the Head of Tutoring in the Senior School and the Head of Enrichment in Sixth Form to allow for continuity of learning and best practice.

With regard to visiting speakers, the calendar is subject to change dependant on speaker availability and the School calendar. The Deputy Head (Co-Curricular) is also involved in planning. The needs of the pupils, the aims and ethos of the School, the local community and the environment in which the School is situated have also been taken into account when considering topic coverage. Where possible, we try to revisit themes, gradually extend thinking, expand knowledge and develop skills. We are aware that some topics may not be covered due to time limitations and therefore in-depth learning on fewer topic areas is better than superficial coverage of a greater number of issues.

In their timetabled Life Skills lessons, students cover the following main topics:

- Physical health and wellbeing
- Mental health
- First aid
- Relationships
- Alcohol and drugs
- Peer influence
- Relationships and sex
- Safety
- Finance
- Stereotypes, discrimination and prejudice
- Identity
- Next steps in education and work.

### **Curriculum Overview**

The curriculum overview for Years 9, 10 and 11 is published as a separate document and is entitled 'PSHE Curriculum Overview: Senior School'.

### **Spiritual, Moral, Social and Cultural (SMSC)**

Within the Senior School PSHE programme, students are encouraged to take part in a wide range of activities across and beyond the curriculum, contributing fully to the life of the School, House and Community. In doing so, they learn to recognise their own worth, work well with others from different backgrounds and ethnic groups, and become increasingly more responsible for their own learning. They are encouraged to question their assumptions about the outside world, reflecting on their experiences and those of others to understand how they are developing personally and socially. It helps them to understand and manage responsibly, a wider range of relationships as they mature and to show respect for the multicultural nature of the school and wider community. It also helps students believe in their ability to succeed, and enables them to take responsibility for their learning and future choice of happy and successful lifestyle.

This policy, along with the delivery of PSHE, has regard to other relevant School and government statements including the Relationships, Sex and Health Education Policy, the Anti-Bullying Policy, the Pupil Code of Conduct, Keeping Children Safe in Education, The Equality Act 2010 and Teaching Online Safety in School (DFE, June 2019). Guidance is also taken from the following:

- *Careers strategy: making the most of everyone's skills and talents*, DfE, December 2017

- *The Education (Independent School Standards) Regulations 2014*
- *Revised Prevent Duty Guidance: for England and Wales, July 2015, updated April 2021*

### **Cross-Curricular Themes and Links with Other Departments**

The Head of PSHE in the Senior School and Prep School work closely and liaise with planning and development. In addition to PSHE in PSHE-Life Skills lessons/PSHE tutorials, many topics are covered within other curriculum areas and activities.

PSHE and PSHE-Life Skills lessons are taught through the PSHE department and some elements of PSHE material is delivered by specific subject departments including Biology and Religious Studies. Bromsgrove Futures (the School's careers department) offers specific advice on next steps in education and careers. Bromsgrove Futures has an open-door policy for staff, parents, and students.

### **Approach and Methodology**

The advice of the PSHE Association is reflected in the teaching methods used. We encourage active learning, discussion, project learning, and reflection, as well as more traditional methods, depending on the topic. A safe environment is created using ground rules and distancing techniques, especially when dealing with sensitive issues. Resources and materials are reviewed and updated to reflect the most suitable available.

### **Differentiation**

Lessons will be differentiated depending on the makeup of individual groups, taking into account: ability, gender, ethnic origin, language ability. Differentiation is based on task and outcome. At a basic level, students will be required to build up a factual knowledge base. At a higher level, students will be required to discuss issues fluently.

When PSHE is delivered through Tutor sessions or in breakout sessions in a classroom setting, the groups are divided alphabetically giving a mix of gender, SEND, EAL and ability. This means that the teacher is aware of breadth of ability and understanding through use of the database information. When delivering certain potentially sensitive subjects, teachers are reminded to be aware of cultural differences and understanding. If necessary, groups may be split by gender, but this would be considered an exception rather than the rule. EAL students are encouraged to mix with British students and mixed gender groups are encouraged to stimulate healthy and unbiased discussion. Liaison with the Health Centre, Houseparents, HODs of EAL, More Able and SEND means that any specific access issues can be addressed promptly and sensitively. The breakout sessions focus mainly on discussion with staff encouraging everyone to take part, but it is also made clear that you do not have to be involved in discussion. A safe environment for discussion of sensitive subjects is always sought.

We use PSHE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system. PSHE and RSE delivery is designed to comply with the Equality Act 2010.

### **Equal Opportunities**

Staff must educate without prejudice or discrimination and promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude, and promote this attitude in turn to our students.

Teaching will take into account the ability, age readiness, and cultural backgrounds of our students and those with English as an additional language to ensure that all can fully access the PSHE provision. Every child's needs will be considered when planning lessons and activities.

### **Assessment**

Although there is no formal assessment of PSHE, there are times when some form of assessment is appropriate and encouraged. In PSHE-Life Skills lessons this will be monitored by the class teacher; in tutor times, this will be monitored by the tutor. Indeed, we assess student's learning predominantly through formative assessment during lessons. PSHE-Life Skills is not about passing or failing, or about behavioural outcomes, but is instead about the engagement of students. Feedback is immediate, constructive and positive.

There are many reasons why some form of assessment is important that learning in PSHE education is assessed, including:

- students need opportunities to reflect on their learning and its implications for their lives
- teachers need to know that learning has taken place, be able to evaluate progress and identify future learning needs
- assessment increases students' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning
- the DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" – therefore assessment for and of learning should feature within any PSHE education provision. This may feature in the form of formative and some summative assessment which may take the form of questions and answers, presentations, written work, quizzes, diagram-filling, using baseline activities to measure progress in the end point activity and so on.

#### **4. ROLES AND RESPONSIBILITIES**

The Head of PSHE is responsible for the planning, coordinating and delivery of the programme, as well as for coordinating the training for staff who teach the programme.

All staff teaching Life Skills are offered training in order that they feel comfortable teaching the programme, in particular those areas dealing with sensitive issues.

Staff are responsible for:

- delivering PSHE-Life Skills in a sensitive way
- modelling positive attitudes to PSHE-Life Skills
- monitoring progress
- responding to the needs of individual students.

Pupils are expected to engage fully in PSHE-Life Skills and, when discussing issues related to PSHE, treat others with respect and sensitivity.

#### **Reporting**

For PSHE-Life Skills, teachers will provide Engagement grades in students' reports and a summary of topics covered in classes.

Tutors will be able to comment on participation in PSHE sessions that they deliver in their reports if relevant.

#### **Evaluation**

Students' feedback and comments from PSHE-Life Skills will be actively sought using surveys and questionnaires to inform future planning. With outside speakers, students will give feedback after events like Theatre group workshops and presentations. The HOD regularly seeks advice from the PSHE staff to see what worked well and what should be changed and adapted for future use.

#### **Staff Appraisal**

Members of the department also belong to other teaching departments. The Head of PSHE has input into the appraising of those who teach PSHE-Life Skills though it is understood that the size of input will be limited because of the nature of PSHE involvement.

#### **Induction of New Staff**

The HOD will be responsible for ensuring that new members of the department are introduced to departmental policy and understand the aims and mechanisms of the department.

## **Resources**

The HOD has a small but growing library of resources which can be made available to staff and students (where applicable). The main resources used for PSHE and RSE are taken from those produced and endorsed by Jigsaw Education Group, Unifrog, the PSHE Association and the Sexual Health Education Unit, Worcester. The Library holds Issues of publications relating to PSHE topics.

The curriculum is informed by the Jigsaw Education schemes of learning, by Unifrog PSHE resources as well as the PSHE Association's programme of study which is available online.

Careers education is informed by the Gatsby Charitable Trust's approach to good careers guidance and by the Bromsgrove Futures Team.

## **Confidentiality and Safeguarding**

PSHE-Life Skills can give rise to student disclosures. Children and young people should be told, in age-appropriate language, that School staff can keep confidentiality except when the adult is concerned about their safety or that of another child. When appropriate, children and young people should be informed of sources of confidential help such as the School nurse (in a one-to-one setting) and Childline. PSHE lessons may raise concerns for children and young people about themselves or members of their family; the teacher should indicate who they can talk to about this or any other concern.

In practice, confidentiality as a ground rule or part of a working agreement in a PSHE-Life Skills lesson will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (young people need guidance on this issue)
- not talking about something outside the group or using individual's names (adults in the classroom being bound by the same rules) except where a child discloses something that the adult is obliged to report under safeguarding responsibilities.

Confidentiality is an important consideration with respect to specific areas of the PSHE-Life Skills curriculum, for example, relationships and sex education.

If a child discloses information which is sensitive and which the child asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to safeguarding, cooperation with a police investigation or referral to an external service. School staff cannot, and should not, promise total confidentiality.

## **5. LINKS TO OTHER POLICIES**

This policy is associated with the following Bromsgrove School policies:

- PSHE Policy (Preparatory and Pre-Preparatory Schools)
- Relationships, Sex and Health Education Policy
- Sixth Form Enrichment Policy
- Anti-Bullying Policies
- Pupil Conduct and Behaviour Policy
- Safeguarding Children Policy (including Child Protection)
- Equal Opportunities Policy
- Careers Policy
- Visiting Speakers Policy
- Teaching, Learning and Assessment Policy
- Curriculum Policy
- Special Educational Needs and Disabilities Policy

**APPENDIX 1: CORE THEMES IN THE PROGRAMME OF STUDY AS ADVISED BY THE PSHE ASSOCIATION FOR KEY STAGES 3 AND 4**

<b>CORE THEME 1: HEALTH AND WELLBEING</b>	
<b>KS3 Learning opportunities in Health and Wellbeing</b> Students learn...	<b>KS4 Learning opportunities in Health and Wellbeing</b> Students learn...
<b>Self-concept</b>	
<p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p>	<p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p>
<b>Mental Health and Emotional Wellbeing</b>	
<p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they</p>	<p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H7. a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support</p>



need	and identify and access the most appropriate sources of help
<b>Healthy Lifestyles</b>	<b>Health-related Decisions</b>
<p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>H15. the importance of sleep and strategies to maintain good quality sleep</p> <p>H16. to recognise and manage what influences their choices about physical activity</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society</p> <p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H21. how to access health services when appropriate</p> <p>H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p>	<p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p>H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>H15. the purpose of blood, organ and stem cell donation for individuals and society</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p>H18. the ways in which industries and advertising can influence health and harmful behaviours</p>
<b>Drugs, Alcohol and Tobacco</b>	
<p>H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>H27. the personal and social risks and consequences of substance use and misuse, including occasional use</p> <p>H28. the law relating to the supply, use and misuse of legal and illegal substances</p> <p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions</p>	<p>H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>

<b>Managing Risk and Personal Safety</b>	
<p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p>H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others</p>
<b>Puberty and Sexual Health</b>	<b>Sexual Health and Fertility</b>
<p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>	<p>H26. the different types of intimacy – including online – and their potential emotional and physical consequences (both positive and negative)</p> <p>H27. about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p>H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p> <p>H30. about healthy pregnancy and how lifestyle choices affect a developing foetus</p> <p>H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p>H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p>

<b>CORE THEME 2: RELATIONSHIPS</b>	
<p><b>KS3 Learning opportunities in Relationships and Sex Education</b></p> <p>Students learn...</p>	<p><b>KS4 Learning opportunities in Relationships and Sex Education</b></p> <p>Students learn...</p>
<b>Positive Relationships</b>	
<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p>	<p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R2. the role of pleasure in intimate relationships, including orgasms</p>

<p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	<p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>
<b>Relationship Values</b>	
<p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p>	<p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p> <p>R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p>
<b>Forming and Maintaining Respectful Relationships</b>	
<p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R15. to further develop and rehearse the skills of team working</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p>	<p>R11. strategies to manage the strong emotions associated with the different stages of relationships</p> <p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties</p>

<p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p>	
<b>Consent</b>	
<p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p>	<p>R18. about the concept of consent in maturing relationships</p> <p>R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p>R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>
<b>Contraception and Parenthood</b>	
<p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p>R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p>R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p> <p>R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p> <p>R26. the reasons why people choose to adopt/foster children</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it</p>
<b>Bullying, Abuse and Discrimination</b>	
<p>R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p>	<p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p>

<p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p>R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>
--	---

**Social Influences**

<p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>
--	--

**CORE THEME 3: LIVING IN THE WIDER WORLD**

<p><b>KS3 Learning opportunities in Living in the Wider World</b> Students learn...</p>	<p><b>KS4 Learning opportunities in Living in the Wider World</b> Students learn...</p>
<b>Learning Skills</b>	
<p>L1. study, organisational, research and presentation skills</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L3. to set realistic yet ambitious targets and goals</p> <p>L4. the skills and attributes that employers value</p> <p>L5. the skills and qualities required to engage in enterprise</p> <p>L6. the importance and benefits of being a lifelong learner</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>
<b>Choices and Pathways</b>	

<p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p>	<p>L4. about the range of opportunities available to them for career progression, including in education, training and employment</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p>
<b>Work and Career</b>	
<p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	<p>L7. about the labour market, local, national and international employment opportunities</p> <p>L8. about employment sectors and types, and changing patterns of employment</p> <p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p> <p>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p>L11. the benefits and challenges of cultivating career opportunities online</p> <p>L12. strategies to manage their online presence and its impact on career opportunities</p>
<b>Employment Rights and Responsibilities</b>	
<p>L13. about young people's employment rights and responsibilities</p> <p>L14. to manage emotions in relation to future employment</p>	<p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>
<b>Financial Choices</b>	
<p>L15. to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p>	<p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p>

	L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
<b>Media Literacy and Digital Resilience</b>	
<p>L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	<p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>L23. strategies for protecting and enhancing their personal and professional reputation online</p> <p>L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p> <p>L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p> <p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>

Taken from *Programme Of Study For PSHE Education Key Stages 1-5*, PSHE Association 2020, 14<sup>th</sup> July 2020