



**Policy Name: PSHEE/SMSCD/RSE**

**General Statement:** All school policies are available for parents and prospective parents by contacting St Crispin's School Office on 0116 2707648 or by emailing: [enquiries@stcrispins.co.uk](mailto:enquiries@stcrispins.co.uk)

*These policies are adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside all the school policies, the School Welcome Pack and the Admission Form and for staff additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment. St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

*The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.*

**Policy Statement**

St. Crispin's School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

St. Crispin's School provides a caring, disciplined environment that encourages excellence and seeks to enable children to take responsibility for their own lives.

Far from being on the fringes, RSE and PSHEE are at the heart of everything that takes place in a school; they are recognised as being of fundamental importance for the education of all children by Proprietors, staff and parents of our school no matter their age or academic ability. As the children grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs.

Staff and parents were involved in the development of this policy, ensuring all parties understand that effective PSHEE, RSE and SMSCD are important for promoting and protecting the wellbeing of all children. In listening and responding to the views of pupils and parents, the subject delivery aims to raise awareness, understanding, and respect for different beliefs within society, meet pupils' needs, and ensure that topics are taught at the right time to support children to build positive relationships and avoid harms before they occur.

Relationships and Sex Education (RSE) is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Social, cultural and personal development is addressed through all subjects of the curriculum and school life generally (specifically in RE, PSHEE, RSE, and citizenship) and can contribute to the motivation to learn. We recognise that such development will be most successful when the values and attitudes promoted by the staff, provide a model of behaviour for the children. PSHEE and RSE are seen as very much complementing and supporting the work of parents and carers to prepare children for the opportunities, responsibilities and experiences of adult life.

As part of our Behaviour Policy St Crispin's School believes that all children and adults have the right to live in a supportive, caring environment in which children feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. We recognise that bullying can occur through several types of anti-social behaviour.

We believe that a successful school will have a positive effect on how children think about themselves and the world; about their notions of right and wrong; how they relate to others; and their appreciation of the richness of their own and other ways of life.

Children are taught to respect that other people may have different opinions and views. We do not have to agree with something that someone else believes, but we can respect their choice and show kindness and tolerance to one another.

### **Relationship Education**

As we grow, we encounter many different types of relationships, including friendships, family relationships, intimate relationships, and dealing with strangers. Children are taught to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and also how to recognise unhealthy relationships. Senior students may consider factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. The focus is on allowing students to identify and guard against risks to themselves and others.

RSE is taught within dedicated PRC lessons up to the end of Key Stage 3, allowing a safe environment for discussion, with clear rules for communication. Additional assemblies support the delivery of PRC topics at all key stages, with separate, age-appropriate, assemblies and workshops to engage students with more challenging content at Key Stage 4; an example of these is provided in *appendix 1*.

### **Health Education**

Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol abuse and the impacts this can have on the individual and others around them. We consider how relationships may affect health and wellbeing, including mental health.

### **Economic Education:**

Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

### **Personal Development**

The personal aspects of PSHEE look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

## **Spiritual Development**

Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life, which is not necessarily experienced through the physical senses, but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to the spiritual development of child.

## **Moral Development**

Moral development is concerned with ability to make judgements about how they should behave and act, and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.

## **Social development**

Social development refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. This includes social behaviours online, online relationships, and online safety.

## **Aims**

The aim of PSHEE/RSE is to help children and young people understand and value themselves as individuals, build up their knowledge and skills to stay healthy and safe and act as responsible and caring members of society. We want children to like themselves and to feel confident. PSHEE/RSE is also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social wellbeing of children.

We aim for our children to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable children to develop an understanding of public services and institutions and to take their place in modern democratic British society. General aims are to:

- promote a healthy lifestyle
- prepare children for the opportunities, responsibilities and experiences of adult life
- offer our children the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- ensure that children are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety
- develop self-esteem and confidence
- develop empathy and understand the feelings of others

## **Specific aims related to PSHEE/RSE**

- to face new challenges through responsible choices and actions.
- to manage successes and failures; to set simple goals and realise strengths.
- to understand the properties of money, that it can come from different sources.
- to recognise different types of relationship, including family relationships, friendships, intimate relationships, and strangers.
- to recognise, understand and build healthy relationships.
- to appreciate that family and friends should care for each other.
- to recognise, understand and know how to seek support with unhealthy relationships.
- to recognise how behaviour affects other people.

- to understand that there are different types of teasing and bullying and the nature of consequences and how to ask for help.
- to resolve differences.
- to recognise risks and responsibilities, including online.
- to understand peer pressure and to seek help and resist what is known to be wrong.
- to see actions affect themselves and others and to care about other people's feelings and to see issues from the view point of another.
- to identify people who can support.
- to reflect on spiritual, moral, social and cultural issues at appropriate times.
- to have strategies to manage situations.
- to appreciate how emotions impact our lives.
- to facilitate strategies for independence, e.g. homework, study skills, reading for information, reflection, listening skills, communication skills, discussions skills.
- to promote self-awareness, including qualities like stereotypes, loyalty, fairness, courtesy.

### **Spiritual / Moral Development**

St Crispin's school aims to allow children to:

- Understand what is right and wrong in their school life and life outside school;
- Teach children to accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- Take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- Acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- Develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- Respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature;
- Overcome barriers to their learning;
- Distinguish right from wrong and act consistently with their beliefs and with a view to the consequences of their own and others' actions;
- Leads children towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables children to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the children appreciate racial and cultural diversity and avoid and resist racism.

In our school we plan and provide effectively in order to develop children's spiritual, moral, social and cultural awareness. Children of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC and RSE are integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution.

### **Social / Cultural Development**

- to express opinions or views that affect themselves and society.
- to have an appreciation of rules and laws and their adherence.
- to appreciate diverse roles in society.
- to explore how the media presents information.
- to debate and scrutinise topical issues.
- to explore how the media presents information.

- to be aware of the place politics has and how people reach decisions.
- to understand that there can be different forms of government such as democracies and dictatorships.
- to understand about basic structures within the welfare state such as education, health, support for the unemployed, etc.
- to appreciate different types of relationships.
- to appreciate equal opportunities and the roles of men and women.

We aim for our children to understand and appreciate the range of different relationships, cultures, and faiths in modern democratic Britain. We use our schemes of work and other plans which enable children to develop an understanding of public services and institutions and to take their place in modern democratic British society.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of children:

- While they attend the school.
- While they are taking part an extra-curricular activity which are provided or organized by or on behalf of the school.
- In the promotion at the school, including through the distribution of promotional material, of extracurricular activities taking place at the school or elsewhere.

**Children are offered a balanced presentation of opposing views.**

## **Health**

- To value school rules on Health and Safety.
- To learn about the damage and good that can be done in the local environment.
- To understand the principles of a healthy lifestyle
- To understand the importance of exercise in the promoting of good health.
- To understand the association between diet and health, the nutritional value of various foods. The importance of good food preparation and handling.
- The maintained of good personal hygiene
- How some diseases, bacterial and viral spread and how they can be controlled.

## **Sex Education**

Sex education is delivered during Science, by qualified teachers of both sexes who can move between groups to provide different perspectives from male and female points of view. Prior to sex education lessons commencing, a letter will be sent to parents explaining the units of work, parents may request a meeting to discuss the curriculum further.

## **Answering challenging questions in RSE**

Children may ask questions about topics in sex education that the school does not cover or that relate to sex education from which the child has been withdrawn. Where this is the case, staff will either:

- Signpost children to age-appropriate guidance (where the child has not been withdrawn)
- If appropriate, inform the parents (where the child has been withdrawn from sex education)
- Inform children when this topic will be met on the school curriculum
- Inform the DSL if the line of questioning may suggest the child is at risk

Questions do not need an immediate response and staff are encouraged to seek guidance if there is any uncertainty as to how to respond.

## **Right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Following a request, parents are invited to discuss the request with the Head

i:\policies and procedures\pshee smscd rse.docx

master to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Any agreement to this effect must be made and confirmed in writing.

Sex education is delivered in a sensitive manner, and only to children of an appropriate age (year 7 and above). Parents will be informed in advance of a topic being delivered so that they have the right to withdraw. As with the majority of the curriculum, lessons are delivered in a factual manner without any judgement. This allows children to be aware of the choices that people make and possible results of those choices, without judgement of the individual. Parents are also asked to consider the social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Children can be withdrawn from sex education classes up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we are required to make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, alternative appropriate, purposeful education will be delivered during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

### **Learning support provision**

The nature of the topic allows for a broad range of mediums for delivery. Those children for whom the normal academic subjects may be challenging often find they have strengths in discussion and argument about the wider world and some of the issues faced by young people today. As PSHEE/RSE is not currently examined or assessed there is no call for specific support for less able children though it remains incumbent upon the session leader to ensure that all children are as involved as possible in the discussions and activities taking place.

Staff are made aware from children's files of any home situation or social difficulty which could make some subjects more sensitive than others.

### **Assessment, Recording and Reporting**

Assessment in PSHEE/RSE is recognised as being different than in many other subjects. Emphasis is placed on self-assessment, feedback of understanding, review of group work, class discussion and written work which can rarely be marked in a conventional context. Marking, where necessary, should be with the child present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record children's work in PSHEE e.g. written, oral, photographic and artistic.

One way to assess learning during Circle Time and Assembly is by using observation. It is useful for the teacher to utilise the teaching assistant; they note down any comments or misconceptions that may affect their understanding. The discussion could be repeated at a later stage to check progression of ideas.

Staff will provide feedback on the effectiveness of provision, allowing adjustments to be made where necessary.

### **Parental and Community Involvement**

Parents have the right to receive information from our school regarding PSHEE/RSE. We believe that sharing our children's learning with parents enables children to continue their development from school into their home life. Parents are invited to join in events in school and are informed of events and developments through our newsletter. Working with parents is a vital part of the whole school approach to PSHEE and

Citizenship. Outside agencies are invited into school to help with the delivery of PSHEE and Citizenship, e.g. emergency services, ministers of religion, charitable trust, community groups, etc.

### **Early Years Foundation Stage**

We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skill across all the learning areas. The Early Years Goals are organised into three prime and four specific areas of learning and provide the basis for planning throughout the EYFS, so laying secure foundations for future learning. We relate the PSHEE/RSE aspects of the children's work to the objectives set out in the EYFS Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

The EYFS covers PSHEE topics through the prime learning areas of Personal, Social and Emotional Development and corresponding learning goals.

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions;
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Specific teacher led Circle Time lessons are held regularly to explore social, moral, and cultural issues. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly a chance to be listened to. Circle Time can be useful for finding out about the ideas and values each child possesses. Here you would pose questions the children can discuss; looking at pictures or books can also aid the understanding of the chosen topic. These sessions are factored in to class time or introduced considering a specific issue that has arisen or affected the school.

### **Assemblies**

Assemblies are an effective means of introducing themes which may later be used as a tool for discussion, enabling children to consider their arguments validity. They are pitched to at a level to be relevant to EYFS as well as Year 11. Assembly is also an opportunity to celebrate each other's achievements and interests (academic, extra-curricular or sporting) and interests with presentation of awards and certificates. In this way, it enforces positive achievement and celebrates diverse skills and individuality amongst the children. Whole school assemblies presented by alternate year groups offer the opportunity to work as a group and develop research and organisational skills as well as confidence in speaking in front of peers.

### **The Curriculum**

Designated classes in PSHEE/RSE address a range of topics, with further details and specific curriculum materials available to view upon request ([office@stcrispins.co.uk](mailto:office@stcrispins.co.uk)). Most subjects will introduce aspects of social, moral, ethical, cultural issues to children in different ways. Most subjects, perhaps most notably

science and Humanities, also help develop a sense of relationship and identity; offering awareness of the wider world and a sense of place within it.

**Religious Education:** considers different cultures and religions and aids tolerance and acceptance between communities.

**Geography:** considers cultural and social situations of people locally and around the world as well as stimulating discussion with regards to environmental issues.

**English:** studying a variety of texts (different culture/points in history) introduces many moral, social and cultural issues as well as perhaps offering an appreciation of the beauty of language. Confident spoken and written language skills are important considering future career opportunities and understanding use of English in public domain (media) is important in developing perspectives of the wider world.

**History:** introduces moral, social, cultural issues relevant today as well as perhaps inspiring an appreciation of the beauty of historical artefacts, buildings etc.

**Art:** offers insight in social issues again through study of artwork from different cultures and different points in history as well as offering aesthetic enjoyment.

**Science:** introduces the majority of sex education and personal development topics, some topics will introduce moral, ethical elements.

**Physical Education:** team working /social skills are relevant in sports and participation is encouraged in recognition of the physical benefits of exercise. PE also supports the promotion of healthy body through healthy eating and exercise.

**Computing:** teaches safe and responsible use of the internet, online relationships, data security, and helps develop research skills.

**Maths Challenges:** complements and builds on maths curriculum for those interested and requires effective teamwork in the UK Team Maths Challenge in Year 8 and 9.

Studying subjects across the curriculum requires a continuous development of social, listening and communication skills in children. Assessments/teaching (especially at senior level) of all subjects will require children's presentations/projects/discussion/debate to be prepared by individuals or groups. This not only demands the development of individual organisation skills but developing team-working skills.

PSHEE/RSE permeates the whole curriculum and allows many opportunities for developing links with the Core and Foundation Subjects throughout the school. Regular communication should take place between the teachers who deliver these areas of the curriculum to ensure a balanced approach and to enhance and identify the development of existing links.

### **Visiting speakers / Visits**

We facilitate visits from a variety of outside bodies designed to develop life skills and child awareness of wider social issues (Life Bus - Jnr and Secondary Programme, RAF, Army, Association for the Blind, Fire service, Police, Magistrates Court, NSPCC, careers advisors and ex-pupils). Visits from police and magistrates help to enforce a law-abiding ethos and a respect for authority.

Religious tolerance and cultural respect is supported through links with local temples, churches and other places of worship. The school welcomes speakers on religious topics for festivals. Children will learn about custom, traditions (what offends and why) and we recognise and celebrate major religious festivals in school.

Parental talks: Often parents will also give presentations about their faith/customs/culture/work. We also offer outward-bound opportunities, RAF team building experience, Army Development days etc. for children. In November, the whole school visits the local war memorial for a remembrance service.

All visiting speakers must abide by St Crispin's *Visiting Speaker Policy*.



**Extra curricular activities:**

**Arts:** We offer classes in dance, music, and public speaking which allow children to explore and express themselves creatively and have confidence doing so. Whole school concerts and plays require much preparation and performance, which requires strong team work and commitment. Children are strongly encouraged to get involved.

**Clubs:** We offer clubs which take place within or after the school day. Participation not only allows children the chance to explore their interests but as many older children help run clubs for the younger it helps develop their organisational skills and sense of responsibility. This also applies to a certain extent to school sports teams: regular fixtures are made with local schools. A variety of sports are available to cater for diverse interests.

**Bike ability:** Links with this organisation offer children the chance to addresses road safety issues for cyclists.

**Fundraising:**

Children across the school keen to fundraise for charities thus raising awareness of social issues and sense of responsibility. We have raised funds for Macmillan, (collected and helped with shoe boxes for) Operation Christmas Child, Readathon, British Legion, Red Nose Day etc. The school works through various activities throughout the year with older children often supporting younger children. Contribution to the school fete is encouraged in terms of organising and running stalls.

**Work experience:**

Through work experience Year 10 children have the opportunities to gain perspective on the wider world. This may help them to make decisions about their future careers as well as perhaps seeing the relevance of skills they have learnt and developed in school. Children use their own initiative to find placements, which encourages their sense of independence.

**Behaviour:**

The school uses a reward and sanctions system to promote acceptable behaviour socially and help develop positive attitudes to work. Positive Behaviour is rewarded and encouraged by staff. Credits, Merits and Optimum's are issued for good work and considerate behaviour.

Standards (culminating in detention) are in place as sanctions for poor behaviour towards staff, other children and for poor attitudes towards school work. Serious and repeated incidents are reported and the Head would become involved; A Whole form report system is in place to isolate trouble makers – in this case behaviour is monitored; classroom contracts drawn up by children together with home/school agreements if necessary.

The behaviour system allows children to talk about incidents in 'no blame scenario'; a chance for children to air and resolve their grievances. This is facilitated by teaching staff and helps demonstrate how to find a fair, controlled and sensible resolution to problems. Zero tolerance of bullying is shown in lessons and playground.

**Organisational Structure**

**House system:** This system is relevant to the whole school and promotes team spirit and encourages achievement. Positive behaviour, achievements in work and sports will contribute to overall house successes. Equally poor achievement and behaviour will have the reverse effect.

**School Hierarchy:** The Head boy and girl, prefect, house captain system and junior monitor system helps develop leadership skills and a sense of responsibility. Designated children help to maintain a pleasant environment for children to live and study as well as motivating and inspiring younger children. Children are

i:\policies and procedures\pshee smscd rse.docx

elected to these roles through democratic process, though are expected to show a commitment to school activities and ability to be positive role models.

We also have Peer buddy system where a responsible child is chosen to help support settle in a new child.

### **Legal framework**

Complies with Part 1 Quality of Education (Curriculum) and Part 2 of The Education (Independent School Standards) (England) (Amendment) Regulations.

This policy complies with Regulation 3 Welfare, health and safety of pupils, paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges to include Safeguarding and Child Protection.

This policy complies with Regulation 4 Suitability of Staff, Supply Staff and Proprietors, The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges.

### **Applies to:**

- The whole school including the Early Years Foundation Stage (EYFS) before and after school activities and all other activities provided by the school, inclusive of those outside of the normal school hours;
- All staff (teaching and support staff), the staff/Heads and volunteers working in the school.

### **Further guidance**

This policy should be read in conjunction with other relevant policies including Safeguarding and Child Protection, e-safety, Safer Recruitment, Anti-Bullying, Behaviour, EDI, Curriculum, Teaching and Learning, Inclusion, and SEND policies. The PSHEE/RSE/Citizenship Scheme of Work provides further detail of specific content.

The policy was written with due regard to:

- The Equality Act 2010: advice for schools
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- The Children and Social Work Act 2017 (sections 34 & 35)

This School Policy was adopted by St. Crispin's School Limited on:  
16.02.20

To be updated: Annually

Reviewed/Updated:

16/02/21, 16/02/22, 16/02/23, 15/02/24, 13/02/25

Signed on behalf of the Provider:

A handwritten signature in black ink, appearing to read 'A. Atkin', written over a horizontal line.

Mr. A. Atkin (Headmaster).

## Appendix 1: KS4 PSHE / RSE

Students in Y10 and 11 have one lesson focused on PSHE/RSE each week, this will be delivered as either a group assembly, or class workshops. Assemblies and workshops are centred on one of three broader themes as suggested in the PSHE Association's Framework. These are:

- Health and Wellbeing
- Relationships
- Wider World

We also include SIRIUS education as part of the ongoing support given to students within our Careers programme.

All of the sessions aim to build upon one another over the course of all years of study so that students have the opportunity to reflect on and extend prior learning. Students will have the opportunity to have sessions delivered by teachers as well as external speakers where appropriate. The syllabus is repeated in year 11, allowing students to further develop their understanding on the themes as well as share their knowledge and experience with their younger peers during discussions.

\*Links to other KS4 curriculum content are also indicated in the content below.

### Content:

SIRIUS (The Brightest Star in the North Sky) – Autumn 1	
● What do I need to know post-16?	<ul style="list-style-type: none"><li>- About the range of opportunities available to them for career progression, including in education, training and employment</li><li>- About the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities; PS@16</li><li>- About the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</li></ul> <p>* Y10 Tutor time: Work experience discussion and planning * Y11 Tutor time: Research and applications via PS@16</p>
● Next steps in education	<ul style="list-style-type: none"><li>- To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</li><li>- To research, secure and take full advantage of any opportunities for work experience that are available</li></ul>
● Writing applications and CVs	<ul style="list-style-type: none"><li>- To develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</li><li>- To research, secure and take full advantage of any opportunities for work experience that are available</li></ul> <p>* GCSE English: Personal Statement workshop</p>
● Employee Rights	<ul style="list-style-type: none"><li>- The skills and attributes to manage rights and responsibilities at work including health and safety procedures</li><li>- About confidentiality in the workplace, when it should be kept and when it might need to be broken</li></ul>

	<ul style="list-style-type: none"> <li>- About the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</li> </ul> <p>* GCSE Business: Employee rights and legislation</p>
<ul style="list-style-type: none"> <li>● Curating a positive online presence</li> </ul>	<ul style="list-style-type: none"> <li>- The benefits and challenges of cultivating career opportunities online</li> <li>- strategies to manage their online presence and its impact on career opportunities</li> </ul>
<ul style="list-style-type: none"> <li>● Supernova Seminars</li> </ul>	<ul style="list-style-type: none"> <li>- About the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</li> <li>- to evaluate and further develop their study and employability skills</li> </ul>
<ul style="list-style-type: none"> <li>● Financial pros and cons of different contracts</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>
<ul style="list-style-type: none"> <li>● Labour Market Information</li> </ul>	<ul style="list-style-type: none"> <li>- How their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</li> <li>- About the labour market, local, national and international employment opportunities</li> <li>- About employment sectors and types, and changing patterns of employment</li> </ul>

Relationships 1 – Autumn 2	
<ul style="list-style-type: none"> <li>● Diversity in Sexuality</li> </ul>	<ul style="list-style-type: none"> <li>- About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> </ul>
<ul style="list-style-type: none"> <li>● Building healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>- The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</li> <li>- To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</li> <li>- 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</li> </ul>
<ul style="list-style-type: none"> <li>● Processing Endings</li> </ul>	<ul style="list-style-type: none"> <li>- To safely and responsibly manage changes in personal relationships including the ending of relationships</li> <li>- Strategies to manage the strong emotions associated with the different stages of relationships</li> <li>- Ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</li> </ul>
<ul style="list-style-type: none"> <li>● Choices and support available in the event of an unplanned pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>- About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</li> <li>- How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</li> <li>- 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</li> </ul>

	<ul style="list-style-type: none"> <li>- About the current legal position on abortion and the range of beliefs and opinions about it</li> <li>* GCSE Science: Methods of contraception including effectiveness</li> </ul>
<ul style="list-style-type: none"> <li>● Speaking up and speaking out against online sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>- The opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</li> <li>- The legal and ethical responsibilities people have in relation to online aspects of relationships</li> <li>- To recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</li> <li>- Ways to access information and support for relationships including those experiencing difficulties</li> <li>- To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</li> <li>- Ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</li> </ul>
<ul style="list-style-type: none"> <li>● Reality vs Fantasy in online media</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</li> <li>- Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</li> <li>- The role of pleasure in intimate relationships, including orgasms</li> </ul>
<ul style="list-style-type: none"> <li>● Meeting each other's values</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours</li> <li>- About the concept of consent in maturing relationships</li> <li>- To recognise the impact of drugs and alcohol on choices and sexual behaviour</li> <li>- The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</li> </ul>
<ul style="list-style-type: none"> <li>● Parenting skills, adoption and fostering</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- The reasons why people choose to adopt/foster children</li> </ul>

Health and Wellbeing – Spring	
<ul style="list-style-type: none"> <li>Being Body Confident and Banishing 'Body Talk'</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>The ways in which industries and advertising can influence health and harmful behaviours</li> </ul>
<ul style="list-style-type: none"> <li>Mental health: triggers, self-harm and finding support</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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 and identify and access the most appropriate sources of help</li> <li>To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</li> </ul>
<ul style="list-style-type: none"> <li>Cognitive and practical mental health strategies</li> </ul>	<ul style="list-style-type: none"> <li>How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</li> <li>To accurately assess their areas of strength and development, and where appropriate, act upon feedback</li> <li>The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</li> <li>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</li> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>Sleep, diet, exercise and time online</li> </ul>	<ul style="list-style-type: none"> <li>To make informed lifestyle choices regarding sleep, diet and exercise</li> <li>The benefits of having a balanced approach to spending time online</li> </ul>
<ul style="list-style-type: none"> <li>Using the NHS, including blood organ and stem cell donation</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>The purpose of blood, organ and stem cell donation for individuals and society</li> </ul>
<ul style="list-style-type: none"> <li>Fertility and pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>About healthy pregnancy and how lifestyle choices affect a developing foetus</li> <li>That fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors (including smoking and diet)</li> </ul>

	<ul style="list-style-type: none"> <li>- About the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</li> </ul>
<ul style="list-style-type: none"> <li>● Using Sexual Health Services</li> </ul>	<ul style="list-style-type: none"> <li>- About specific STIs, their treatment and how to reduce the risk of transmission</li> <li>- How to respond if someone has, or may have, an STI (including ways to access sexual health services)</li> <li>- To overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services</li> </ul>
<ul style="list-style-type: none"> <li>● What are the risks and consequences of substance use and misuse?</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</li> <li>- To identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</li> </ul>
<ul style="list-style-type: none"> <li>● Cancer prevention and self-examination</li> </ul>	<ul style="list-style-type: none"> <li>- How to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</li> <li>- To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</li> </ul>
<ul style="list-style-type: none"> <li>● Emergency first-aid workshop</li> </ul>	<ul style="list-style-type: none"> <li>- To increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</li> </ul>



Wider World – Summer	
<ul style="list-style-type: none"> <li>Budgeting and saving</li> </ul>	<ul style="list-style-type: none"> <li>- How to effectively budget, including the benefits of saving</li> <li>- How to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</li> <li>- To recognise and manage the range of influences on their financial decisions</li> </ul>
<ul style="list-style-type: none"> <li>Gambling related harms</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- To access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</li> <li>- to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</li> </ul>
<ul style="list-style-type: none"> <li>Understanding personal data use</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>
<ul style="list-style-type: none"> <li>Financial exploitation: fraud and identity theft</li> </ul>	<ul style="list-style-type: none"> <li>- the skills to challenge or seek support for financial exploitation in different contexts including online</li> </ul>
<ul style="list-style-type: none"> <li>Rights, responsibilities and protections given by the Equality Act 2010</li> </ul>	<ul style="list-style-type: none"> <li>- The legal rights, responsibilities and protections provided by the Equality Act 2010</li> <li>- Strategies to challenge all forms of prejudice and discrimination</li> <li>- How to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</li> <li>- To recognise and manage the range of influences on their financial decisions</li> </ul>
<ul style="list-style-type: none"> <li>Grooming, harassment and exploitation</li> </ul>	<ul style="list-style-type: none"> <li>- The skills and strategies to respond to exploitation, bullying, harassment and control in relationships</li> <li>- The law relating to abuse in relationships, including coercive control and online harassment</li> <li>- To recognise when others are using manipulation, persuasion or coercion and how to respond</li> </ul>
<ul style="list-style-type: none"> <li>Domestic Abuse</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise when a relationship is abusive and strategies to manage this</li> <li>- 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</li> <li>- The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</li> <li>- About the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online</li> </ul>

<ul style="list-style-type: none"> <li>● Dealing with extremism, exaggeration and bias online</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</li> <li>- To understand how the way people present themselves online can have positive and negative impacts on them</li> <li>- 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</li> <li>- Factors which contribute to young people becoming involved in serious organised crime, including cybercrime</li> <li>- To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</li> </ul>
<ul style="list-style-type: none"> <li>● Managing risks and staying safe in relation to gang culture</li> </ul>	<ul style="list-style-type: none"> <li>- 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)</li> <li>- To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</li> <li>- 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</li> </ul>