



SHERFIELD SCHOOL

Relationship and Sex Education and Personal, Social and Health Education Policy

This policy applies all pupils in the school, including in the EYFS

Date Created	August 2021
Date Reviewed	July 2023
Next Review	July 2024
Head of School (Interim)	Neil Richards

Contents

1. <i>Policy Context and Rationale</i>	4
2. <i>Legislation (Statutory Regulations and Guidelines)</i>	5
3. <i>Roles and Responsibilities</i>	5
4. <i>Curriculum Design</i>	7
5. <i>Safe and Effective Practice</i>	8
6. <i>Equality of Opportunity Practice</i>	8
7. <i>Definition of Relationships and Sex Education (RSE)</i>	9
8. <i>Responsibilities and Delivery Overview</i>	10
9. <i>Managing difficult questions:</i>	11
10. <i>Parents' right to withdraw their child</i>	11
11. <i>Intended Outcomes</i>	12
12. <i>Monitoring and Assessing</i>	12
13. <i>Confidentiality</i>	13
14. <i>Counselling Services</i>	13
15. <i>Outside Speakers</i>	13
16. <i>EYFS</i>	14
<i>Parental involvement</i>	14
<i>Other relevant policies:</i>	14
<i>APPENDIX - PSHE CURRICULUM YEAR 1 -YEAR 13</i>	15
<i>Year 1 to 6 - PSHE Curriculum Map 2023</i>	15
<i>Year 7 - 13 - PSHE Themes and Curriculum Map 2023</i>	18

Our Vision

To be a school where pupils thrive and flourish as they experience the excitement and enjoyment of learning; guiding pupils towards reaching their full potential as passionate and innovative problem solvers, ready to contribute to society.

Our Mission

To be an outstanding, all-round academic, active and creative school where we challenge, inspire and support each other as we build our best futures.

At Sherfield, you can be:

- Strong, ambitious and brave - exploring outside of your comfort zone, failing without fear, knowing there's a whole community behind you.
- Enterprising, inventive, playful and fun - being thoughtful, inquisitive and supportive of each other inside and outside the classroom.
- Healthy, confident and eager to succeed - learning without limits, wondering without walls and being part of something bigger.

You can be anything, because at Sherfield, it's your future to own.

Core Values

Our mission is expressed through core values that form the guiding principles of everything we do at Sherfield.

- **Confidence**
Our pupils are ready for the challenges and opportunities life presents them after Sherfield. They grow strong, self-assured and motivated by each Sherfield experience and opportunity. Through academic excellence and a supportive environment, they become resilient and creative problem-solvers who believe they can and will achieve what they set out to do.
- **Creativity**
Together, our Sherfield community builds a powerful culture of creativity that is without boundaries. We are critical thinkers who challenge ideas, pave new paths and encourage inventiveness whenever possible.
- **Connection**
As a close-knit community, we know and care for each other. We foster an environment where children, parents and staff work and grow together while building strong and ambitious futures.

Scope of this policy

1. Policy Context and Rationale

- 1.1. This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education {Prep} and Relationships and Sex Education (RSE) {Secondary} delivery.

The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#).

- 1.2. It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

- 1.2.1. departmental review and feedback,
- 1.2.2. departmental training,
- 1.2.3. student voice,
- 1.2.4. wellbeing surveys,
- 1.2.5. ongoing feedback from pastoral teams.

- 1.3. PSHE education provides a significant contribution to the schools' responsibility to:

- 1.3.1. promote children and young people's wellbeing
- 1.3.2. achieve the whole curriculum aims
- 1.3.3. promote community cohesion
- 1.3.4. provide careers education
- 1.3.5. provide relationships and sex education

- 1.4. The policy is informed and underpinned by the School's values of Aiming High with Integrity, Serving Others and Being Adventurous. The PSHE and RSE programme aims to develop:

- 1.4.1. Successful learners who enjoy learning, making progress and achieving
- 1.4.2. Confident individuals who are able to live safe, healthy and fulfilling lives
- 1.4.3. Responsible citizens who make a positive contribution to society

- 1.5. To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

- 1.5.1. Democracy & the rule of law
- 1.5.2. individual liberty
- 1.5.3. mutual respect
- 1.5.4. and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through citizenship and the School's broad and balanced curriculum.

- 1.6. Parents will be informed about the policy via Parentmail, or other messaging service, and the policy will be made available through the school website and parent portal.

2. Legislation (Statutory Regulations and Guidelines)

- 2.1. Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:
 - 2.1.1. Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - 2.1.2. Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- 2.2. The 2006 Education and Inspections Act placed a duty on Governing Bodies to:
 - 2.2.1. Promote the wellbeing of pupils at the school
- 2.3. The Department for Education statutory guidance states that from September 2020 all schools must deliver:
 - 2.3.1. Relationships Education (Primary) and Relationships and Sex Education (Secondary).
 - 2.3.2. LGBTQ+ (protected characteristics) inclusion is required as part of the statutory Relationships Education, [Relationship and Sex Education and Health Education curriculum](#) and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204). Please refer to the Equal Opportunities Policy.

3. Roles and Responsibilities

- 3.1. PSHE and RSE delivery across the School is monitored by the Head of PSHE and Heads of Phase. The PSHE lead will ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught.

Head of PSHE: Zoe Neville-Harris Deputy Head of Seniors

The Junior Prep and the Senior Prep and Sixth Form subject coordinators work closely together with the Head of PSHE and with the teaching staff to develop, achieve and maintain consistency, throughout the school, both of the teaching of PSHE and the assessment of progress.

The subject leader's role is to:

- developing and updating the policy for PSHE;
- reviewing and advising on National Curriculum recommendations for PSHE;
- ensuring that the PSHE curriculum is reactive and reflective of issues within our own community and also local, national and international current affairs

- monitoring, reviewing and advising on long, medium and short term planning, assessment, display and the maintenance and provision of resources;
- monitoring standards of attainment across the lower school;
- supporting colleagues with training, resources, knowledge and IT in order to implement schemes of work;
- meeting with the Pastoral team (including the School Nurse) on a regular basis to review all aspects of PSHE across the whole school;
- meeting with Deputy Head regarding the whole co-curricular program including; the tutor programme, the assembly programme and the enrichment programme;
- supporting and updating parents with regular information evenings.

Organisation

Schemes of work for PSHE are progressive and the topics build upon one another through the year groups within a 'spiral' curriculum. They also take account of any current initiatives and government recommendations. Account is also taken of guidelines provided by the PSHE Association.

Keeping Children Safe in Education

The Sherfield School Safeguarding Policy including EYFS, says that:
As a school we will educate and encourage pupils to keep safe through:

- *The content of the curriculum*
- *A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.*

The robust spiral PSHE curriculum provides many opportunities to support the school in keeping children safe in education.

SMSC and FBV and Protected Groups

PSHE should be the heart of SMSC and FBV focussed teaching and learning in the school and the Teachers of PSHE should always ensure that SMSC and FBV is considered prior to the start of any lesson. Account is also taken of, and reference made to, the nine protected groups mentioned within the Equality Act 2010, where appropriate.

Equal Opportunities

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, race, colour, age, creed or disability and social circumstance are supported in their personal and social development.

3.2. Governance will oversee that the discharge of this policy ensures:

- 3.2.1. all pupils make progress in achieving the expected educational outcomes;
- 3.2.2. the subjects are well led, effectively managed and well planned;
- 3.2.3. the quality of provision is subject to regular and effective self-evaluation;
- 3.2.4. teaching is delivered in ways that are accessible to all pupils with SEND;
- 3.2.5. clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6. the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4. Curriculum Design

4.1. The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

Reception to Year 6	Year 7 to 13
Head of Phase, Head of PSHE	Head of Phase, Head of PSHE
<p>In the Junior Prep (R to Year 4) and Senior Prep to year 6 PSHE is taught by all Tutors. Teachers use a range of materials to support their teaching of PSHE, which includes resources supplied by the platform KAPOW.</p> <p>These are monitored and vetted by the Head of Phase to ensure consistency of approach and appropriate resources are used per year group.</p> <p>All pupils have a discretely timetabled time for PSHE which is bi-weekly.</p> <p>Teachers and other members of staff also have the responsibility of teaching children positive social, emotional, moral and spiritual skills through:</p> <ul style="list-style-type: none"> • Implementing the school's procedures for pastoral care, guidance and support • Responding to class/individual needs and issues, providing discrete sessions to promote pupils' personal and social development • Handling issues outside the classroom in a calm manner which encourages the children to reflect on their own behaviour; this will involve providing support and ideas in relation to solving problems independently • Modelling good practice in attitude, commitment and work ethic 	<p>In the Senior Prep (year 7&8) students are taught by their tutors and in the Senior school by the Head and Deputy Head of Phase.</p> <p>Teachers use a wide range of materials to support their teaching of PSHE that are designed and resourced by the Head of PSHE.</p> <p>All Senior Prep and Senior pupils have one lesson for PSHE bi-weekly as well as tutor/pastoral time. Teachers and other members of staff also have the responsibility of teaching children positive social, emotional, moral and spiritual skills.</p> <p>In sixth-form, students are given the opportunity to have input into their preferred programme of study and give feedback on areas where they feel they need more support (See appendix)</p>
<p>Key themes are integrated across the schools in the assembly programme and where possible they are delivered by the students imbedding the school ethos of leadership.</p> <p>Developing responsible citizens should also be interwoven within other non-curriculum areas. For example, when children are taken on a trip, they are to be encouraged to show respect for members of the public and when visitors come to the school to listen carefully and show appreciation for their time.</p> <p>Cross-curricular links will be made where appropriate such as in PE / Science - Healthy Life Styles, Drug Education and Puberty/ Relationships; History - Citizenship; Geography - links Sustainability and environmental awareness with Citizenship; RE - links to Citizenship and Relationships.</p>	

5. Safe and Effective Practice

- 5.1. PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.
- 5.2. Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy*

6. Equality of Opportunity Practice

- 6.1. Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.
- 6.2. Relationships Education {Prep} and Relationships and Sex Education (RSE) {Secondary} takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.
- 6.3. Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

7. Definition of Relationships and Sex Education (RSE)

- 7.1. 7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.
- 7.2. RSE is an entitlement for all children and young people and must:
- 7.2.1. Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
 - 7.2.2. Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, protected characteristics or other life-experience particularly HIV status and pregnancy;
 - 7.2.3. Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
 - 7.2.4. Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
 - 7.2.5. Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.
 - 7.2.6. Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
 - 7.2.7. Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
 - 7.2.8. Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
 - 7.2.9. Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
 - 7.2.10. Be delivered by competent and confident educators;
 - 7.2.11. Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Extra-curricular activities and the Enrichment programme.

Extra-curricular activities take a variety of forms and include: the AVP Friday afternoon enrichment program; assemblies; School Council; fund raising and charity work; visits to places of interest; outdoor pursuits and team building, during residential trips, school activity days and Forest Schools; house activities; interaction with members of the local community; visiting speakers and professionals.

As part of our whole school approach to teaching, PSHE assemblies should be based on topics that link either to the SEAL pack, notable dates in the calendar, UK wide initiatives, charity events, health or road and other safety issues.

Inclusion

The school will work to ensure that all pupils, including those with special educational needs and able, gifted and talented, are provided with appropriate support in their personal and social development. In order to achieve this, teachers will work to:

- Set suitable learning challenges
- Respond to pupils’ diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Create additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

8. Responsibilities and Delivery Overview

Prep School

Junior Prep (Reception to Year 4)	Senior Prep (Year 5 to 8)
Head of Phase and Deputy Heads of Phase	Head of Phase and Deputy Heads of Phase
<p>The focus during Relationship Education in Prep focuses on:</p> <ul style="list-style-type: none"> ▪ the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults; ▪ differences in families and their structure and respect for the individual circumstances of families <p>It addresses the relationships between:</p> <ul style="list-style-type: none"> ▪ physical health and mental well being ▪ the balance of online and other activities ▪ emotion and the ability to express emotions <p><i>[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after Para 62]</i></p> <p>Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation the School has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at Sherfield School for primary age pupils.</p>	

Seniors and Sixth Form

Senior (Year 9 to 11)	Sixth (Year 12 and 13)
Head of Phase and Deputy Head of Phase (Head of PSHE)	Head of Sixth form and Head of PSHE
Coordination with the Head of Science, School Nurses and other appropriate providers.	
<p>The aim of RSE in Senior and Sixth Form is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).</p> <p>It's aim is to teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where to seek support.</p> <p>It will address what is classified as criminal behaviour and how to identify this, make the right decisions and keep themselves and others they think may be at risk, safe. It should support them in making sensible judgements and choices about their behaviour and relationships online and be critically aware of online presence and behaviour in order to keep safe.</p> <p><i>[Further guidance and detail of what Secondary pupils need to achieve by the end of Y11/13 are available in Para 69 - 82 and the table]</i></p> <p>RSE is also supported though science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/ AIDS)</p>	

9. Managing difficult questions:

Pupil are given time in class for discussion of topics of concerns and an opportunity to ask questions of a difficult nature through alternative means, such as post-it, question box, and an open door policy with the Head of PSHE, Heads of Phase and the Form tutor/Class teacher. This was, students have opportunities to ask question in confidence and of a hypothetical nature if required.

10. Parents' right to withdraw their child

- 10.1. Parents will not be able to withdraw their child from relationships education in prep school or secondary school
- 10.2. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their

15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes

- 10.2.1. Before granting such a request, the Head of School will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits and detrimental effects that withdrawal may have on the pupil.
- 10.2.2. The School will respect the parents' request to withdraw the pupil except in exceptional circumstances [Para 47&48] up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.
- 10.2.3. If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
- 10.2.4. The School will keep a record of all such decisions.

11. Intended Outcomes

11.1. As a result of our PSHE and RSE programme, pupils will:

- 11.1.1. Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future
- 11.1.2. Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- 11.1.3. Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives
- 11.1.4. Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health
- 11.1.5. Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives
- 11.1.6. Develop skills such as teamwork, communication and resilience
- 11.1.7. Be encouraged to make positive contributions to their families, schools and communities
- 11.1.8. Explore differences and learn to value diversity in all its forms
- 11.1.9. Reflect on their own individual values and attitudes
- 11.1.10. Identify and articulate feelings and emotions and manage difficult situations positively
- 11.1.11. Learn about the world of work
- 11.1.12. Learn to manage their money and finances effectively

12. Monitoring and Assessing

12.1. Monitoring:

- 12.1.1. The effectiveness of the PSHE and Relationship Education (Prep – up to Y6) and Relationship and Sex Education (from Y7) provision will be evaluated through:
 - annual governance in the Spring term
 - the regular internal quality assurance process; including
 - learning walks,
 - book reviews,

- pupil voice and group discussions with pupils by the senior leadership team.

12.2. Areas for assessment:

12.2.1. Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

Assessment should:

- include an initial assessment or activity that gauges pupils' starting point and this is used to inform teacher's planning;
- a planned assessment at the end of the topic designed to show progress from the initial assessment; This may include: presentations, written evidence, group work, observations.
- provide regular opportunities for pupils to receive feedback on their progress and achievements;
- involve pupils in discussion about learning objectives and desired outcomes;
- include pupils in self-assessment and peer-assessment.

12.2.2. Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

13. Confidentiality

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14. Counselling Services

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

15. Outside Speakers

Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

16. EYFS

In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

Parental involvement

The school aims to involve parents closely in promoting Personal, Social and Health Education by:

- maintaining regular contact via email, phone or in person between class teachers and parents; notifying parents of achievements, progress and any concerns either educational or behavioural;
- inviting parents to class assemblies (Prep School), trip meetings;
- Where appropriate, inviting parents to specific meetings on an area of the curriculum or concern to parents, for example Cybersafety, Sex and Relationships Education and Drug/Teen Health awareness, mental health and well-being.
- providing information on health and safety initiatives;
- providing written reports on pupils' academic, personal and social development.

Other relevant policies:

- Sherfield School Safeguarding Policy
- Sherfield School Sex and Relationships Education Policy
- Keeping Children Safe in Education, Statutory Guidance DfE September 2023

APPENDIX - PSHE CURRICULUM YEAR 1 -YEAR 13

Year 1 to 6 - PSHE Curriculum Map 2023

Yr	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
1	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	Responsibility <ul style="list-style-type: none"> • Rules • Caring for others: Animals • The needs of others Community <ul style="list-style-type: none"> • Similar, yet different • Belonging Democracy <ul style="list-style-type: none"> • Democratic decisions 	Money <ul style="list-style-type: none"> • Introduction to money • Looking after money • Banks and building societies • Saving and spending Career and aspirations <ul style="list-style-type: none"> • Jobs in school 	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Belonging to a group/community
2	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	Responsibility <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment Community <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community Democracy <ul style="list-style-type: none"> • School Council • Giving my opinion 	Money <ul style="list-style-type: none"> • Where money comes from • Needs and wants • Wants and needs • Looking after money Career and aspirations <ul style="list-style-type: none"> • Jobs 	<ul style="list-style-type: none"> • What makes me, me? • Belonging to a group/community

Yr	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
3	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	Responsibility <ul style="list-style-type: none"> • Rights of the child • Rights and responsibilities • Recycling Community <ul style="list-style-type: none"> • Local community groups • Charity Democracy <ul style="list-style-type: none"> • Local democracy • Rules 	Money <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others • Impact of spending Career and aspirations <ul style="list-style-type: none"> • Jobs and careers • Gender and careers 	<ul style="list-style-type: none"> • More independent me • Belonging to a changing group/community
4	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health • 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	Responsibility <ul style="list-style-type: none"> • What are human rights? • Caring for the environment Community <ul style="list-style-type: none"> • Community groups • Contributing Democracy <ul style="list-style-type: none"> • Diverse communities • Local councillors 	Money <ul style="list-style-type: none"> • Spending choices/ value for money • Keeping track of money • Looking after money Career and aspirations <ul style="list-style-type: none"> • Influences on career choices • Jobs for me 	<ul style="list-style-type: none"> • Growing and changing in who I am

Yr	Family and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
5	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> Responsibility • Breaking the law • Rights and responsibilities • Protecting the planet Community • Contributing to the community • Pressure groups Democracy • Parliament 	<ul style="list-style-type: none"> Money • Borrowing • Income and expenditure • Risks with money • Prioritising spending Career and aspirations • Stereotypes in the workplace 	<ul style="list-style-type: none"> • Feeling different and similar • Belonging to a group/community
6	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth) 	<ul style="list-style-type: none"> Responsibility • Human rights • Food choices and the environment • Caring for others Community • Prejudice and discrimination • Valuing diversity Democracy • National democracy 	<ul style="list-style-type: none"> Money • Attitudes to money • Keeping money safe • Gambling Career and aspirations • What jobs are available • Career routes 	<ul style="list-style-type: none"> • What is identity • Gender identity • Identity and body image

Year 7 - 13 - PSHE Themes and Curriculum Map 2023

Term	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	Introduction to Senior Prep Healthy Lifestyle Choices	Online Safety	Transition to Seniors Social Media	Abusive Relationships Safe Sex	GCSE Year Prep Coping with Stress	Leadership Projects	Personal Statements
HALF TERM							
Autumn 2	Prejudice and Bullying	Preparing for your future - GCSE options preparation.	Sexual Relationships	Substance Misuse	Sexual Health and Relationships Mock Exams	Mental Health and Wellbeing	University Preparation
	HALF TERM	What have we learnt?	What have we learnt?	What have we learnt?	What have we learnt?		
CHRISTMAS							
Spring 1	Introduction to Careers	Discrimination	Future Aspirations	Gender and Sexual Diversity	Online and the Media	Mental Health and Wellbeing	Managing Relationships
HALF TERM							
Spring 2	Committed Relationships	Drugs, Alcohol and Tobacco	Mental Wellbeing	Gambling and Debt	Maintaining Health Mock Exams	Sexual Health	Managing Relationships
	What have we learnt?	What have we learnt?	What have we learnt?	What have we learnt?	What have we learnt?		
EASTER							
Summer 1	Introduction to Careers	Mental Health and Emotional Wellbeing	Body Image	Post 16 Options	EXAMS	Physical Health and Wellbeing	EXAMS
HALF TERM							
Summer 2	Democratic government in the UK	Respectful Relationships	Revision and Wellbeing	Revision and Wellbeing			
	What have we learnt?	What have we learnt?	What have we learnt?	What have we learnt?			
SUMMER							

Year 7 PSHE Curriculum

<p>Transition to Secondary School</p> <p>Healthy Lifestyle Choices</p>	<ul style="list-style-type: none"> ● To establish ground rules for PSHE lessons & explore differences between primary & secondary school ● Exploring anxieties and concerns about moving to KS3 ● To explore the characteristics of a healthy lifestyle e.g. sufficient sleep, balanced diet, physical activity on physical and mental wellbeing ● To understand basic first aid treatment for common injuries ● To explore lifesaving skills, including how to administer CPR and the use of defibrillators
<p>Prejudice and Bullying</p>	<ul style="list-style-type: none"> ● To explore the damage caused by stereotypes based on sex, gender, race, religion, sexual orientation or disability ● To explore the impact of prejudice-based language and behaviour, offline and online, including sexism, homophobia, racism, ableism ● To recognise different types of bullying, including cyberbullying, and its impact on social, emotional and mental well-being [R38] ● To explore the skills and strategies to manage being targeted or witnessing others being bullied, including online [R38]
<p>Managing Puberty</p>	<ul style="list-style-type: none"> ● To explore the physical changes that happen at puberty and strategies to manage these changes ● To explore how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary ● To explore the emotional changes that happen at puberty and strategies to manage these changes
<p>Introduction to Careers</p>	<ul style="list-style-type: none"> ● To explore the Unifrog platform and register (Key Stage 3 Launch PowerPoint) ● To explore how to identify and log extra-curricular activities on the Unifrog platform (Activities Tool PowerPoint) ● To explore possible career options on the Unifrog platform which link to individual interests and competencies ● To explore different employment sectors and the skills, abilities & qualities associated with each sector
<p>Committed relationships</p>	<ul style="list-style-type: none"> ● To explore different types of committed stable relationships and how these relationships contribute to happiness and wellbeing ● To explore what marriage is, including the legal rights and protections not available to couples who are cohabiting ● To explore why marriage is an important relationship choice for many couples that should be freely made ● To explore the characteristics and legal status of other types of long-term relationships
<p>Democratic government of the UK</p>	<ul style="list-style-type: none"> ● To learn about the different types of government ● To learn about the role of voting and elections in the democratic government of the UK ● To learn about the role of political parties in the democratic government of the UK

Year 8 PSHE Curriculum

Online Safety	<ul style="list-style-type: none"> ● To explore ground rules for PSHE lessons. ● To explore the rights, responsibilities and opportunities online and the risks associated with spending excessive time online ● To explore how to identify harmful behaviour online, including bullying, abuse, harassment, sexting or sharing sexual images ● To explore the characteristics & laws relating to grooming and how to seek help, including reporting concerns about others ● To explore how to report, or find support if affected by harmful behaviour online
Options Preparation	<ul style="list-style-type: none"> ● To learn about the GCSE options available at the school, and the benefits/limitations of each option ● To explore sources of further information and guidance on GCSE option and career choices ● To explore suitable GCSE options that link to potential career options using the Unifrog platform
Discrimination	<ul style="list-style-type: none"> ● To explore legal rights and responsibilities regarding equality and protected characteristics, including sexuality ● To explore examples of sexism, ableism and homophobic hate crime, and the impact this can have on individuals and communities ● To explore the impact of racial intolerance and how this can lead to extremism / radicalisation
Drugs Alcohol and Tobacco	<ul style="list-style-type: none"> ● To explore the short- and long-term risks from smoking tobacco, the benefits of quitting and how to access support to do so ● To explore the physical and psychological risks associated with alcohol consumption, including low risk alcohol consumption in adults ● To explore the positive and negative uses of drugs in society, including the safe use of prescribed medication ● To explore the facts about legal & illegal drugs and their associated risks, including links to serious mental health conditions ● To explore strategies for identifying and managing peer pressure to try drugs, alcohol or tobacco
Mental Health and Emotional Wellbeing	<ul style="list-style-type: none"> ● To learn about the characteristics of mental and emotional health and wellbeing and why it is important ● To learn how others' actions, life events and our circumstances can affect our mental health and wellbeing ● To learn about the positive and negative impact of social media on self-esteem and body image
Respectful Relationships	<ul style="list-style-type: none"> ● To explore the characteristics of positive and healthy friendships, including online and different types of non-sexual relationships ● To explore the roles and responsibilities of parents, carers and children in families ● To explore how to determine if other children, adults or sources of information are trustworthy or unsafe & how to seek help if necessary ● To explore the characteristics and impact of sexual harassment, and where to get support

Year 9 PSHE Curriculum

Social Media	<ul style="list-style-type: none"> ● To explore research into the dangers of social media, including the curation of idealised lifestyles ● To explore the impact of over-reliance on online relationships including social media ● To explore how marketing campaigns are targeted at young people and how to be a discerning consumer of information online.
Sexual relationships	<ul style="list-style-type: none"> ● To establish ground rules for PSHE lessons ● To explore characteristics of healthy one-to-one intimate relationships and the impact of sexual relationships on health & wellbeing ● To explore the law relating to sexual consent, how to give, not give and withdraw consent in all contexts, including online ● To explore strategies for identifying and managing sexual pressure, including the choice to delay sex and enjoy intimacy without sex ● To explore different types of contraception, including how they are used, advantages and sources of support ● To explore the consequences of unintended pregnancy, including teenage pregnancy sources of support and the options available
Future Aspirations	<ul style="list-style-type: none"> ● To reflect on personal strengths, interests, competencies and career goals ● To identify and log extra-curricular activities on the Unifrog platform (Activities Tool PowerPoint) ● To research possible career options based on interests and competencies using the Unifrog Careers Library
Mental Wellbeing	<ul style="list-style-type: none"> ● To explore the benefits of physical activity, community participation & voluntary/service-based activities on mental wellbeing & happiness ● To explore the early signs of mental well-being concerns, including stress and anxiety, and strategies for managing these signs ● To explore how to critically evaluate the impact of their own behaviour on their own and other people's mental well-being
Body image	<ul style="list-style-type: none"> ● To explore factors that affect body image, including the portrayal of unrealistic body shapes in the media & comparison with others online ● To explore the impact of eating disorders on mental and physical health and wellbeing

Year 10 PSHE Curriculum

Abusive relationships Safe Sex	<ul style="list-style-type: none"> ● To explore characteristics of sexual abuse, including sexual exploitation, the impact on current & future relationships & sources of support ● To explore the law relating to abuse in relationships, including coercive control and domestic abuse and how to recognise this abuse ● To explore the challenges associated with getting help in domestic abuse situations & sources of support ● To explore the law relating to honour-based violence and forced marriage, impact on current & future relationships & sources of support ● To explore the law relating to female genital mutilation, the impact on current & future relationships & sources of support ● To explore strategies for identifying and managing sexual pressure, including the choice to delay sex and enjoy intimacy without sex ● To explore different types of contraception, including how they are used, advantages and sources of support
Substance misuse	<ul style="list-style-type: none"> ● To explore the law relating to the supply and possession of illegal substances ● To explore why drug and alcohol misuse can affect an individual's ability to make decisions and manage risk ● To explore the characteristics of substance addiction, including the physical & psychological consequences ● To explore the wider impact of drug and alcohol addiction on society e.g. pressure on hospitals, police etc
Gender and Sexual diversity	<ul style="list-style-type: none"> ● To explore the law relating to gender identity and the impact of gender stereotyping on binary and non-binary people ● To explore diversity in sexual orientation and types of discrimination faced by people who are not heterosexual ● To explore strategies that people can use to challenge sexism, transphobia and homophobia
Gambling & debt	<ul style="list-style-type: none"> ● To explore the reasons why people get into debt and the impact on health & wellbeing and support available ● To understand the reasons why people gamble, and the risks associated with gambling, particularly online gambling ● To understand the relationship between gambling and debt and support services available to problem gamblers
Post-16 options	<ul style="list-style-type: none"> ● To explore the pros and cons of staying on at school or going to College for Sixth Form ● To understand different post-16 qualification choices ● To identify key competencies and why they are essential for future plans ● To explore potential career pathways, including entry requirements

Year 11 PSHE Curriculum

Coping with stress	<ul style="list-style-type: none"> ● To explore the common causes and nature of stress and how to recognise signs of stress ● To explore the effects of stress, including the long-term effects of stress if not managed appropriately ● To explore strategies to manage stress, including good quality sleep and support available if stress becomes overwhelming
Sexual health	<ul style="list-style-type: none"> ● To explore facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility and menopause. ● To identify symptoms and prevalence of different sexually transmitted infections (STIs), including HIV/aids and treatment. ● To explore how the risk of STIs can be reduced through safer sex, the importance of testing & ways to access sexual health services
Online & Media	<ul style="list-style-type: none"> ● To explore online risks, including sharing material with others & the difficulty of removing potentially compromising material placed online ● To explore the impact of viewing harmful material online, including laws relating to sharing/viewing indecent images of children online ● To explore the law relating to pornography and why pornography presents a distorted picture of sexual behaviours, including consent ● To explore the impact that viewing pornography can have on the way people see themselves and how they behave towards sexual partners ● To explore what to do and where to get support to report material or manage issues online
Maintaining health	<ul style="list-style-type: none"> ● To explore how to take increased personal responsibility for maintaining health, including cancer prevention, screening & self-examination ● To explore risks associated with cosmetic and aesthetic procedures, including tattooing, piercing and the use of sun beds

Year 12 PSHE Curriculum

Mental health and wellbeing	<ul style="list-style-type: none"> • To explore definitions of mental health and evaluate strategies to maintain positive mental health • To explore the link between emotional wellbeing and mental health and evaluate strategies to promote emotional wellbeing • To explore sleep hygiene and evaluate strategies to improve sleep hygiene and mental health • To explore the symptoms, treatment and impact of depression, including supporting someone with depression • To explore the symptoms, treatment and impact of anxiety related disorders, including supporting someone with anxiety • To explore the symptoms, treatment and impact of eating disorders, including supporting someone with an eating disorder
Sexual health	<ul style="list-style-type: none"> • To explore and evaluate the use of contraception, including asserting use and how/where to access contraception • To explore the implications of unintended pregnancy, including options available and the importance of getting advice and support quickly • To explore the prevalence and impact of STIs and how/where to access local and national advice, diagnosis and treatment • To explore factors affecting fertility and evaluate strategies that can help a couple to conceive
Physical health and wellbeing	<ul style="list-style-type: none"> • To explore basic first aid skills • To explore ways to maintain a healthy diet when living independently, especially on a budget • To explore the risks associated with alcohol abuse and drink spiking and evaluate the factors that impact decisions • To explore the classifications of drugs and the law relating to the supply and possession of drugs • To explore the risks associated with festivals, clubs and parties

Futures

Life after Sherfield	<ul style="list-style-type: none"> • To explore the characteristics of successful leadership, including the planning and execution of group leadership projects in school • To identify and evidence strengths and skills when applying and interviewing for future opportunities, including preparation of a CV • To explore and evaluate next-step options, including university, apprenticeships, gap years and employment • To research potential university courses, including similarities and differences between courses
-----------------------------	--

Year 13 PSHE Curriculum

Managing relationships (Year 13)	<ul style="list-style-type: none">• To explore characteristics of healthy intimate relationships and risks of online relationships• To explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self-esteem• To explore the legal and moral implications that relate to sexual consent, including issues relating to stealthing• To explore strategies for managing conflict in relationships, including sources of support and exit strategies for unhealthy relationships• To explore the dynamics of controlling and coercive relationships and the barriers that prevent victims seeking help• To explore the causes of honour-based violence and strategies to promote the equality of women in society• To explore the law relating to sexual harassment and preventative measures against sexual violence and date rape
---	--

Futures

Life after Sherfield	<ul style="list-style-type: none">• To prepare university and apprenticeship applications, including preparation of personal statements• To explore student finance options, including the financial implications of paying back student loans• To explore student accommodation, including the legal implications of tenancy agreements• To explore why budgeting is important, how to create a budget and evaluate ways to increase income as a student
-----------------------------	--



SHERFIELD
SCHOOL

Sherfield-on-Loddon, Hook, Hampshire, RG27 0HU
Tel: +44 (0) 1256 884 800 | SherfieldSchool.co.uk