

Personal, Social, Health and Economic Education (PSHE) **and** **Relationships and Sex Education (RSE)Policy**

Personal, Social, Health and Economic Education (PSHE)

Personal, Social, Health and Economic Education is compulsory for Independent Schools and its intentions, implementation and impact are measured against the Independent School Standards and the Education Inspection Framework

Personal, Social, Health and Economic (PSHE) education aims to equip students with the skills, knowledge and understanding needed for individuals to lead confident, healthy and independent lives

What is the Intent of PSHE at Wolfdale

The mission of Wolfdale school is to enable young people with autistic spectrum conditions to reach their full potential by building resilience and removing social and emotional barriers to educational achievement. We aim to move experiences from being a 'lone' wolf to being part of the 'pack', therefore, PSHE is at the heart of the curriculum at Wolfdale school

In order to ensure students, learn and achieve to their full potential they must respect themselves and each other as well as being tolerant and resilient. Many of the students who are at Wolfdale access the school due to a lack of confidence and resilience making mainstream education difficult for them to be part of, or they lack the respect and tolerance to safely be part of mainstream education. Therefore, the primary aims of PSHE at Wolfdale are:

- To equip students with the resiliency skills needed for life and work.
- To teach, support and promote self-respect and safe others so an environment for effective learning is created.
- To equip students to the skills, knowledge and experiences needed to be safe within life and work.

PSHE is of vital importance at Wolfdale as academic achievement will not take place if students do not make progress with the above aims. It is also important that we help our students to understand the environmental factors that have an impact on their well-being and safety. It is also our intention to ensure that each student has an equal access to our PSHE curriculum and therefore the ways in which PSHE is implemented can be differentiated to fit a student's specific needs.

Thrives Values in PSHE and RSE

Tolerance: Covered through learning about stereotyping and discrimination and the impact this has on individuals and society. Students are also learn about the importance of tolerating difference within individuals and celebrating difference.

Happiness: Mental health and wellbeing is a key area of PSHE. Students learn how to promote positive mental health for themselves and others through strategies, activities and reflection. Students are also given information about services that can help them with their mental health and wellbeing.

Respect: This is an important area when learning about relationships. Respecting the rules of consent is a primary focus as well as learning to respect others and themselves.

Instructions: Goal setting and aspiring for the future are important. Therefore, accessing and engaging the curriculum is key.

Values: Not only are the values of the school covered in depth, but also how these values are applied to the wider world.

Excellence: Through goal setting and helping to develop students future aspirations we hope this will empower them to want to reach their full potential.

Safety: Personal safety and positive risk taking are areas taught. The importance of safe lifestyles are covered as risks associated with sex, drugs, relationships and the internet.

Implementation of the PSHE Curriculum

Daniel McMurray is the PSHE curriculum manager at Woldale. He is responsible for the PSHE curriculum at Woldale. He works with the teachers and support staff at the school to ensure that PSHE is delivered correctly.

Woldale has followed the guidance from the PSHE association to write a PSHE curriculum for the school. By September 2020 each student will have a PSHE lesson that follows a set framework for their key stage (see appendix A). These PSHE frameworks are centred around the following three themes:

- Health and wellbeing.
- Relationships
- Living in the wider world

These lessons are not only in line with the PSHE association guidance but also consider the student cohorts need and experiences, as well as events with society that may affect or have impact upon our students. Each lesson is planned with the individual students in mind considering their additional needs. In addition, lessons are planned in accordance with the student's key stages which ensures that all resources are age appropriate.

What is Relationship Education?

Relationship Education is now mandatory for primary school aged children. Relationship Education aims to teach students about the fundamentals of positive relationships, with reference to friendships, family relationships and relationships with other children and adults. Relationship Education provides children with the building blocks and understanding for the now mandatory Relationships and Sex Education at key stage 3 and 4 (secondary). Parents

are not entitled to withdraw their child from Relationship Education. The aims of relationships education at Wolfdale are to:

- Make, understand, and sustain different types of relationships and recognise who is able to support
- How to respond to and be safe within relationships, and understand individual differences
- Understand the characteristics of a positive and safe relationship such as being respectful kind, considerate and understanding boundaries and personal space
- Understand the features of healthy relationships
- Understand online safety that is appropriate to their age, development and lives
- Improve confidence, self-esteem, self-worth in our students and nurture the development of personal attributes such as honesty, generosity and humility
- Understand positive emotional and mental wellbeing, and understand how relationships can help
- Be able to recognise and report abuse, understand boundaries and how to keep themselves safe online
- Be able to seek support and help to keep themselves safe
- Make sensible and informed decisions to stay safe

All resources used are quality checked by the PSHE curriculum manager to ensure that they are inclusive and non-discriminatory. However discriminatory resources may be used to challenge misconceptions, negative images and messages and stereotypes.

PSHE is also embedded into different lessons at Wolfdale such as sport, community access and wellbeing lessons. Due to our students needs much of our curriculum is centred around wellbeing. Therefore, PSHE is of vital importance at the school.

If a student needs additional input regarding issues such as relationships, sex education or internet safety then these students can access individual lessons held by Daniel McMurray. These lessons are often organised as a result of safeguarding concerns or concerns arising from therapy session from our in-house therapist who makes referrals for students who need additional educational input that does not need to be done in a therapy setting.

What is the Impact of PSHE at Wolfdale

The impact of PSHE is measured in several ways. Wolfdale tracks students progression against the relevant frameworks to assess coverage and understanding of curriculum content. During the academic 2022-23 progress will also be measured through a trail of setting targets and objectives on databridge. Analysis of coverage then informs medium term planning and school improvement.

Further to this PSHE can be measured by the incident and safeguarding data produced by the school, as the more that students learn about issues such as respect, tolerance and discrimination the less incidents should occur.

The impact of PSHE can also be measured qualitatively. It is our hope that the school will teach and support its students to become respectful, resilient and tolerant members of society. Positive changes seen in our student's behaviours and attitudes can be attributed the how PSHE is taught and embedded throughout the school.

Relationship and Sex Education

Due to our increasingly complex world, both on and offline, our students are presented with opportunities but also challenges and risk. Our students need to understand and be able to keep themselves safe and healthy and manage themselves appropriately to achieve personally, socially, and academically.

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. (Department for Education, July 2020)”

Parents do have the right to request that their child be withdrawn from some or all of the Relationships and Sex education (RSE) delivered as part of statutory RSE.

What is Relationship and Sex Education?

Relationship and Sex Education (RSE) aims to teach students about sex and the health aspects of a sexual relationship, as well as the social, emotional and physical aspects of growing up and having relationships

The aims of Relationships and Sex and Education (RSE) at Woldale are to:

- Ensure that learners are able to keep healthy and safe.
- To reduce the risk of learners becoming victims of child sexual exploitation.
- Ensure access for all to quality RSE at a level appropriate to their individual needs.
- Provide a safe and supportive environment in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils to develop feelings of self-respect, confidence and empathy
- Create a positive attitude and culture around issues of sexuality and relationships
- Explore the links with alcohol and substance misuse and enabling learners to make informed choices
- Reduce the proportion of learners displaying risk taking behaviours

What is the intent of Relationship and Sex education (RSE) at Woldale School?

We have a duty to our students to ensure that they are all equipped with the knowledge of healthy relationship as well as educating them on the facts about sex. Further to this, many of our students are vulnerable and lack social understanding and this can cause a barrier to them in this aspect of their lives. Therefore, it is Woldale’s aim to ensure our students are taught the knowledge and laws around sex and relationships to keep themselves and others safe.

Our RSE programme will be set out into three main elements:

Attitudes and Values:

- Learning the value and importance of relationships

- Learning the value of respect for others
- Exploring, considering and understanding moral dilemmas.
- Critical thinking in decision making

Personal and social skills:

- Managing their emotions
- Developing self-respect and empathy for others
- Learning an appreciation of consequences
- Managing conflict
- Recognising and avoiding abuse and exploitation

Knowledge and Understanding:

- Learning and understanding physical development
- Learning and understanding sexuality, reproduction, sexual health, contraception emotions and relationships
- Learning about the avoidance of unplanned pregnancy

Implementation of RSE at Woldale school

RSE is taught to each student during the spring term in their PSHE lessons. Using the guidance from the PSHE association lessons are planned around key areas of RSE such as consent, types of relationships, puberty, sexual activity and sexual health (see appendix A) PSHE frameworks. These lessons are differentiated in terms of key stage to ensure the content and resources are age appropriate. Some students may be referred for discreet bespoke lessons due to safeguarding or other reasons associated with their learning difficulties.

The impact of RSE at Woldale School

As with PSHE the impact of RSE at Woldale can be measured and viewed in different ways. Woldale tracks student's progression against the relevant curriculum to assess coverage and understanding of curriculum content. Analysis of coverage then informs medium term planning and school improvement. Our intent to ensure that students are aware of abuse can be measured through our safeguarding and incident statistics, where as their understanding of relationships can be measured through their personal development targets.

Qualitatively it is hoped that the impact will be seen through students positive relationships and through the confidence and trust they have in the teachers to ask questions about sex and relationships.

Religion and Belief

At Woldale School we aim to build positive and informative relationships with all of our students and their families and gain a thorough understanding of their religion and beliefs. Developing relationships with local faith groups and communities will enable us to teach subject areas constructively and effectively.

Appendices 1: PSHE and RSE Framework

In depth Key stage 2 PSHE Curriculum

Core Theme 1: Health and Wellbeing

<u>Topic</u>	<u>What to Cover</u> Remember to keep the individuals needs, abilities and backgrounds in mind when covering these topics.	<u>Where this will be covered with the curriculum</u> For example within a PSHE lesson or embedded within the curriculum. *All safeguarding issues to be dealt with as outlined in our safeguarding policy*
Healthy Lifestyles (physical wellbeing)	<ol style="list-style-type: none"> 1. How to make informed decisions and choices on a healthy lifestyle and what can affect these decisions and choices. 2. The elements of a healthy lifestyle 3. What good and bad habits are and the effects they can have on health 4. What is good physical health 5. What a balanced diet is 6. The importance of sleep 7. How bacteria and viruses can effect health 8. Using medicine appropriately and its positive impact on health 9. Good oral hygiene 10. Protecting yourself from the sun 11. How to seek support for their health 	<ol style="list-style-type: none"> 1. PSHE lesson, physical development lessons and embedded. 2. PSHE lesson, physical development lessons and embedded. 3. PSHE lesson, physical development lessons and embedded. 4. Physical development lessons and embedded 5. Life skill's lessons, PSHE lessons and embedded. 6. Life skill's lessons, PSHE lessons and embedded. 7. Science, PSHE 8. Science, PSHE

		<p>9. Life skill's lessons, PSHE lessons and embedded.</p> <p>10. Science, life skill's lessons, PSHE lessons and embedded.</p> <p>11. Life skill's lessons, PSHE lessons and embedded.</p>
Mental Health	<ol style="list-style-type: none"> 1. Looking after your mental health is as important as your physical health. 2. Strategies to support mental health 3. Feelings and emotions: How they can change with time, how they can change their intensity, what everything things can effect them 4. How to express and respond to feelings and emotions 5. Recognise mental health warning signs in themselves and others 6. How mental health can effect anyone 7. Change and loss (including death) and how to deal with this. 	<ol style="list-style-type: none"> 1. Embedded 2. PSHE, inclusion, therapies and embedded. 3. PSHE, inclusion, therapies and embedded. 4. PSHE, inclusion, therapies and embedded. 5. PSHE, inclusion, therapies and embedded. 6. PSHE, inclusion, therapies and embedded. 7. PSHE, inclusion, therapies and embedded.
Ourselves, growing and changing (puberty)	<ol style="list-style-type: none"> 1. Personal identity: who we are, our skills, qualities, strengths and weaknesses. 2. The difference between gender identity and sex 3. Managing set backs and failure 4. Male and female reproductive organs 5. Puberty: what it is, the physical and mental changes. 6. Hygiene and puberty 7. Reproduction: How babies are made, how to prevent pregnancy, 8. The challenges of having more independence and responsibilities as they grow up 9. Coping with change and transition 	<ol style="list-style-type: none"> 1. PSHE, inclusion, therapies and embedded. 2. PSHE and embedded 3. PSHE, inclusion, therapies and embedded. 4. PSHE and science 5. PSHE and science 6. PSHE, inclusion, therapies and embedded. 7. PSHE and science 8. Embedded 9. Embedded

Keeping safe	<ol style="list-style-type: none"> 1. The reasons for restrictions and regulations and why they should be followed 2. Predicting and assessing risk 3. Hazards and how they cause harm 4. How to stay safe when out in the community and in unfamiliar places 5. Keeping personal information private 6. Basic first aid 7. Responding to emergency situations 8. FGM (female genital mutilation) and how it is illegal and how to report it 	<ol style="list-style-type: none"> 1. PSHE, embedded 2. Embedded 3. Embedded 4. Community based lessons 5. PSHE, ICT based lessons, embedded. 6. PSHE 7. PSHE and embedded 8. PSHE, inclusion, therapies and embedded.
Drugs Alcohol and Tabaco	<ol style="list-style-type: none"> 1. What illegal drugs are and the effects they can have on everyday life 2. The law surrounding drugs 3. Why some people choose not to take drugs – both legal (e.g. alcohol, legal medicine) 4. Mixed messages in media about drugs 5. Organisations to support with drugs 	<ol style="list-style-type: none"> 1. PSHE, inclusion, therapies and embedded. 2. PSHE, inclusion, therapies and embedded. 3. PSHE, inclusion, therapies and embedded. 4. PSHE, inclusion, therapies and embedded. 5. PSHE, inclusion, therapies and embedded.

Core Theme 2: Relationships

<u>Topic</u>	<u>What to Cover</u> Remember to keep the individuals needs, abilities and backgrounds in mind when covering these topics.	<u>Where this will be covered with the curriculum</u> For example within a PSHE lesson or embedded within the curriculum. *All safeguarding issues to be dealt with as outlined in our safeguarding policy*
Families and close relationships	<ol style="list-style-type: none"> 1. Distinguish between different types of relationships and identify them within their own lives. E.g family, relatives, friends, acquaintances. 2. Learn the difference between emotional, loving and romantic relationships and the these can be of the same or different gender. 3. Learn about different family units and recognise where their family fits in with this. This is where marriage, civil partnerships, fostering and adoption can be covered in terms of what they are (legally) and what they mean. 4. Recognise and respect different family structures. 5. The importance of stable caring relationships 6. Recognise common features of family life. 7. How to recognise if they are feeling unhappy or unsafe within their family or family relationship and how to seek support with this. 	<ol style="list-style-type: none"> 1. PSHE lessons 2. PSHE lessons 3. PSHE lessons 4. PSHE lessons 5. PSHE lessons and embedded throughout the curriculum 6. PSHE lessons 7. PSHE Lessons, therapy and embedded within the curriculum
Friendships	<ol style="list-style-type: none"> 1. How people make friends and what a positive friendship is. 2. Why friendship is important. 3. How to be a supportive friend and how/when to get support from a friend. 4. What constitutes a healthy relationship. 	<ol style="list-style-type: none"> 1. PSHE lessons, inclusion, therapies and embedded. 2. PSHE lessons, inclusion, therapies and embedded. 3. PSHE lessons, inclusion, therapies and embedded.

	<ol style="list-style-type: none"> 5. What peer pressure is how strategies to manage it. 6. How to resolve conflict within relationship – all friendships have their ups and downs but friendships can often be repaired. 7. Friendships can change over time – people can become closer or drift apart. 8. How to ask for help if they are unhappy in a relationship 	<ol style="list-style-type: none"> 4. PSHE lessons, inclusion, therapies and embedded. 5. PSHE lessons, inclusion, therapies and embedded. 6. PSHE lessons, inclusion, therapies and embedded. 7. PSHE lessons, inclusion, therapies and embedded. 8. PSHE lessons, inclusion, therapies and embedded.
Managing hurtful behaviour and bullying	<ol style="list-style-type: none"> 1. How to ask for help if they are unhappy in a relationship 2. What bullying is – verbal, physical, emotional 3. The impact of bullying and how it makes people feel 4. What is discrimination and challenging it. Give examples such as sexism and homophobia. 	<ol style="list-style-type: none"> 1. PSHE lessons, inclusion and embedded. 2. PSHE lessons, inclusion and embedded. 3. PSHE lessons, inclusion and embedded. 4. PSHE lessons, inclusion and embedded.
Safe relationships	<ol style="list-style-type: none"> 1. What is appropriate and what is inappropriate within different types of relationships for example personal boundaries and privacy. 2. Recognising what physical contact is acceptable and what is unacceptable. 3. Somethings are private. For example body parts covered by underwear and are not appropriate to show a friend. 4. How to respond to adults they do not know. 5. Consent – how to respond to physical contact they do not want. Also cover situations where permission (consent) needs to be given e.g. holding hands. 	<ol style="list-style-type: none"> 1. PSHE lessons, inclusion, therapies and embedded. 2. PSHE lessons, inclusion, therapies and embedded. 3. PSHE lessons, inclusion, therapies and embedded. 4. PSHE lessons, inclusion, therapies and embedded. 5. PSHE lessons, inclusion, therapies and embedded. 6. PSHE lessons, inclusion, therapies and embedded.

	<p>6. Importance of not keeping adults secrets. Happy surprises can be kept secret (e.g. a surprise party for a family member) as these will become known at some point in time.</p> <p>7. Basic techniques for resisting peer pressure.</p> <p>8. How to report concerns.</p>	<p>7. PSHE lessons, inclusion, therapies and embedded.</p> <p>8. PSHE lessons, inclusion, therapies and embedded.</p> <p>9.</p>
Online relationships	<p>1. What is said online still has the same impact as in person.</p> <p>2. The impact of bullying online</p> <p>3. The advantages of using the internet to connect with friends and family.</p> <p>4. Recognising the differences and dangers of knowing someone 'online' as opposed to in person.</p> <p>5. Risks of communicating with someone online who you have never met.</p> <p>6. People may pretend to be someone else online (catfishing).</p> <p>7. Privacy online is important – for example sending a message to somebody still means that that person can send it to anyone else.</p> <p>8. The boundaries of online relationships. What is appropriate and what is not.</p> <p>9. How to report concerns</p>	<p>1. PSHE lessons, inclusion, therapies and embedded.</p> <p>2. PSHE lessons, inclusion, therapies and embedded.</p> <p>3. PSHE lessons and embedded.</p> <p>4. PSHE lessons and embedded.</p> <p>5. PSHE lessons, inclusion, therapies and embedded.</p> <p>6. PSHE lessons and embedded.</p> <p>7. PSHE lessons and embedded</p> <p>8. PSHE lessons and embedded</p> <p>9. PSHE lessons, inclusion, therapies and embedded.</p> <p>10.</p>
Respecting Self and Others	<p>1. What is kind and unkind and how your behaviour can impact others.</p> <p>2. The importance of self respect especially in terms of mental health. Everyone is equal and should be treated politely and with respect.</p> <p>3. Celebrate the differences between others: cover disability, LGBT, race, genders (and that gender and sex are different), religion and culture. Also link to positive stereotyping.</p>	<p>1. PSHE lessons, inclusion, therapies and embedded.</p> <p>2. PSHE lessons, inclusion, therapies and embedded.</p> <p>3. PSHE lessons, inclusion, therapies and embedded.</p> <p>4. PSHE lessons, inclusion, therapies and embedded.</p>

	<ol style="list-style-type: none"> 4. How to listen to and respond to people respectfully especially when they disagree with certain point of view. 5. Learn how to debate respectfully. 	<ol style="list-style-type: none"> 5. PSHE lessons, inclusion, therapies and embedded.
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Core Theme 3: Living in the Wider World (over laps with careers programme)

<u>Topic</u>	<u>What to Cover</u> Remember to keep the individuals needs, abilities and backgrounds in mind when covering these topics.	<u>Where this will be covered with the curriculum</u> For example within a PSHE lesson or embedded within the curriculum. *All safeguarding issues to be dealt with as outlined in our safeguarding policy*
Shared Responsibilities	<ol style="list-style-type: none"> 1. Recognising the rule of law and why it should be adhered to. 2. What human rights are and why they are important 3. Relationship between rights and responsibilities 4. Having compassion towards others 5. Our shared rights and responsibilities 	<ol style="list-style-type: none"> 1. PSHE, embedded 2. PSHE, embedded 3. PSHE, embedded 4. Embedded, inclusion and therapies 5. PSHE, embedded
Communities	<ol style="list-style-type: none"> 1. The different groups that make up our community and the contributions people make to communities. 2. Diversity: What it is and why it is important 3. The impact of stereotypes 4. The impact of prejudice and discrimination 	<ol style="list-style-type: none"> 1. PSHE, life skills, embedded. 2. PSHE, embedded 3. PSHE, inclusion, therapies and embedded. 4. PSHE, inclusion, therapies and embedded.

Media literacy and digital resiliency	<ol style="list-style-type: none"> 1. Recognise how social media and the internet can be used both positively and negatively 2. Recognise the need to fact check information online and how text and images can be manipulated. 3. The different ways in which information is shared online e.g. social media, news outlets, adverts. 	<ol style="list-style-type: none"> 1. PSHE, ICT lessons, life skills lessons, embedded. 2. PSHE, ICT lessons, life skills lessons, embedded. 3. PSHE, ICT lessons, life skills lessons, embedded.
Economic wellbeing: Money	<ol style="list-style-type: none"> 1. The different ways to pay for things. 2. People have different views on spending and saving 3. How peoples spending can be effect e.g. by others, adverts, peer pressure. 4. Prioritising spending 5. Ways to keep track of money 6. How to keep money safe 7. The risks involved with gambling 8. How money can impact peoples feelings and behaviours. 	<ol style="list-style-type: none"> 1. PSHE, community based lessons 2. PSHE and community based lessons 3. PSHE and community based lessons 4. PSHE and life skills lessons 5. PSHE and community based lessons 6. PSHE and community bases lessons 7. PSHE 8. PSHE, embedded
Economic wellbeing: aspirations, work and career	See careers programme	

In depth Key stage 3 PSHE Curriculum

Core Theme One: Health and Wellbeing

<u>Topic</u>	<u>What to Cover</u> Remember to keep the individuals needs, abilities and backgrounds in mind when covering these topics.	<u>Where this will be covered with the curriculum</u> For example within a PSHE lesson or embedded within the curriculum. *All safeguarding issues to be dealt with as outlined in our safeguarding policy*
Self Concept	<ol style="list-style-type: none"> 1. Recognising and demonstrating their personal strengths and how this can help build self esteem and confidence. 2. To understand what can affect wellbeing and mental health. 3. Social media and the impact it can have on peoples self esteem and confidence. 4. Strategies to build resiliency to negative opinions, judgements and comments. 5. How internal and external influence can affect an individuals wellbeing 	<ol style="list-style-type: none"> 1. Through termly lesson reflection sheets and by setting person targets. 2. PSHE, wellbeing and therapy sessions. 3. PSHE and ICT sessions. 4. PSHE lessons
Mental Health and Emotional Wellbeing	<ol style="list-style-type: none"> 1. How to express and manage emotions in a range of different ways. 2. Challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns 3. The positive and negative affects of media and social media on mental health and wellbeing. 4. Simple strategies to help build resilience to negative opinions, judgements and comments. 	<ol style="list-style-type: none"> 1. PSHE lessons and input from inclusion and therapies. 2. PSHE lessons and input from inclusion and therapies. 3. PSHE lessons.

	<ol style="list-style-type: none"> 5. Recognise and manage internal and external influences on decisions which affect health and wellbeing. 6. The triggers and causes of unhealthy coping mechanisms. For example over or under eating. Keep individual students in mind within this and get additional support from therapies and inclusion. 7. Recognising and helping others who are in need in terms of mental health and wellbeing. 	<ol style="list-style-type: none"> 4. PSHE lessons and input from inclusion and therapies. 5. PSHE lessons and input from inclusion and therapies. 6. PSHE and input from therapies and inclusion when needed. 7. PSHE and when it naturally occurs within the curriculum.
Healthy lifestyles	<ol style="list-style-type: none"> 1. How to maintain balance between school, work, leisure, exercise and online life. 2. Positive impact of physical activity of health and wellbeing 3. Having a balanced lifestyle – healthy eating, sleep and physical activity. 4. The importance of taking responsibility for their own health and how to use health services– e.g. booking their own dental appointments 5. Personal hygiene and how to have a good personal hygiene routine. 6. FGM (female genital mutilation) when appropriate – the vast majority of our students are male. 	<ol style="list-style-type: none"> 1. PSHE and when it naturally occurs. 2. Physical development lessons. 3. PSHE, physical development and cooking lessons. 4. PSHE, life skills and physical development lessons. 5. PSHE, life skills and physical development lessons. 6. PSHE and safeguarding team
Drugs, alcohol and tobacco	<ol style="list-style-type: none"> 1. The positive and negative use of drugs – for example the responsible use of anti-biotics to the use of recreational illegal drugs. 2. The myths, misconceptions and cultural values around drugs, alcohol, and tobacco. 	<ol style="list-style-type: none"> 1. PSHE lessons 2. PSHE lessons 3. PSHE lessons and inclusion team when necessary.

	<ol style="list-style-type: none"> 3. Influences around the use of drugs, alcohol and tobacco – for example peer pressure. 4. Risks and consequences of legal and illegal substance misuse. This will include short term and long term use and effects. 5. Substance misuse and the law. 6. The concept and consequences of addiction and where to get support. 	<ol style="list-style-type: none"> 4. PSHE lessons. 5. PSHE lessons 6. PSHE lessons
Managing risk and personal safety	<ol style="list-style-type: none"> 1. How to identify risk and manage personal safety in increasingly independent situations, including online. 2. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety 3. Gambling and its risks 4. Basic first aid 	<ol style="list-style-type: none"> 1. PSHE lessons and embedded throughout the curriculum. 2. PSHE lessons and embedded throughout the curriculum. 3. PSHE lessons 4. PSHE, lifeskills and physical development lessons.
Puberty and Sexual Health *To be covered alongside Sex and relationships (core theme 2)*	*To be covered alongside Sex and relationships (core theme 2)*	

Core Theme Two: Relationships

<u>Topic</u>	<u>What to Cover</u> Remember to keep the individuals needs, abilities and backgrounds in mind when covering these topics.	<u>Where this will be covered with the curriculum</u> For example within a PSHE lesson or embedded within the curriculum. *All safeguarding issues to be dealt with as outlined in our safeguarding policy*
Types Relationships	8. Learn the difference between emotional, loving, romantic and sexual relationships in the context of family, friendship, relationships. 9. That marriage/civil partnerships must be entered into freely. 10. Recognise the different between sex, gender and sexual orientation. 11. How media and social medias portrayal of sex and relationship is not always accurate and true to life. The media portrayals of sex and relationships, especially in terms of pornography can lead to unrealistic expectations.	1. PSHE lesson. 2. PSHE lesson. 3. PSHE lesson. 4. PSHE lesson.
Consent	1. Consent must be covered before romantic relationships. 2. What consent is in terms of the law. 3. Consent must be freely given to be consent. You cannot coerce or manipulate people to consent. 4. Gauging the readiness for sexual intimacy both for the individual and their partner. 5. Intimate relationships should be pleasurable.	1. PSHE lesson. 2. PSHE lesson. 3. PHSE Lesson. 4. PSHE lesson. 5. PSHE lesson.
Healthy Relationships	1. Clarify and develop their own values within friendship, love and sexual relationships. 2. The importance of trust in relationships and how this can be undermined.	1. PSHE lesson. 2. PSHE lesson. 3. PSHE lesson. 4. PSHE lesson.

	<ol style="list-style-type: none"> 3. Clarify and develop their own values as to what gender roles in relationships and sexual relationships are. 4. Having sex is a personal choice and when to start having sex (from 16) is also a choice and does not have a time frame. 5. How to form and maintain positive relationships 6. Behaviours and qualities they should exhibit within different relationships and social situations. 7. Team working and communication skills 8. Managing conflict within relationships 9. How to deal with peer pressure in terms of drugs and alcohol 10. Managing the break down of a relationship including digital footprint. 11. The effects of change and loss within relationships for example divorce, bereavement, moving away 	<ol style="list-style-type: none"> 5. PSHE lesson. 6. PSHE lesson. 7. PSHE lesson. 8. PSHE lesson. 9. PSHE lesson. 10. PSHE lesson. 11. PSHE lesson.
Unhealthy relationships	<ol style="list-style-type: none"> 1. Recognising abuse and how to report it: sexual, physical, emotional, exploitation. This is for both face to face and online as they often go hand in hand. 2. Bullying and its impact 3. The impact of discrimination, stereotyping and prejudice. What this is and why it is not acceptable. Inclusion is to be promoted and discrimination challenged. 4. Managing peer pressure and influence 5. How the need for peer approval can lead to feelings of pressure and increased risk taking behaviour. 6. Young people and gangs. The support offered to exit a gang and the signs they are being coerced into a gang. 7. Consequences of carrying a weapon. 	<ol style="list-style-type: none"> 1. PSHE lesson and throughout the curriculum. 2. PSHE lesson and throughout the curriculum. 3. PSHE lesson and throughout the curriculum. 4. PSHE lesson and throughout the curriculum. 5. PSHE lesson and throughout the curriculum. 6. PSHE lesson. 7. PSHE lesson.
Online relationships	<ol style="list-style-type: none"> 1. Risks of online relationships – catfishing, coercion and grooming 	<ol style="list-style-type: none"> 1. PSHE lesson.

	<ol style="list-style-type: none"> 2. Risks of communicating with someone online who you have never met and the risks of meeting them in person 3. The law an impact of sharing sexual images both with and without consent. 4. Managing peer pressure and influence online. 5. How to report concerns 	<ol style="list-style-type: none"> 2. PSHE lesson. 3. PSHE lesson. 4. PSHE lesson. 5. PSHE lesson.
Contraception and parenthood	<ol style="list-style-type: none"> 1. What safe sex is 2. Risks of unprotected sex 3. The consequences of unintended pregnancy and support that can be accessed 4. The importance of a family unit within childhood. 	<ol style="list-style-type: none"> 1. PSHE lesson. 2. PSHE lesson. 3. PSHE lesson. 4. PSHE lesson.
<p>Puberty and Sexual Health.</p> <p>Is part of core theme 1 (health and wellbeing) but fits better in core theme 2</p>	<ol style="list-style-type: none"> 1. Strategies to deal with the physical and mental changes that occur during puberty 2. Sexually transmitted infections 	<ol style="list-style-type: none"> 1. PSHE lesson but input to be put in place when needed. 2. PSHE lesson.

Core Theme Three: Living in the Wider World.

<u>Topic</u>	<u>What to Cover</u> Remember to keep the individuals needs, abilities and backgrounds in mind when covering these topics.	<u>Where this will be covered with the curriculum</u> For example within a PSHE lesson or embedded within the curriculum. *All safeguarding issues to be dealt with as outlined in our safeguarding policy*
<p>Learning skills</p> <p>Choice and pathways</p> <p>Work and career</p> <p>Employment rights and responsibilities.</p>	<p>See careers programme:</p>	
<p>Financial Choices</p>	<ol style="list-style-type: none"> 1. Assess and manage the financial decisions. 2. Values and attitudes towards finance, including debt. 3. Evaluate social and moral dilemma's around finances e.g. social pressures and advertising. 4. Financial exploitation in different contexts e.g. online scams. 5. 	<ol style="list-style-type: none"> 1. PSHE and life skills lessons. 2. PSHE and life skills lessons. 3. PSHE and life skills lessons. 4. PSHE and life skills lessons.
<p>Media literacy and digital resiliency</p>	<ol style="list-style-type: none"> 1. How the internet can amplify risks and opportunities. For the speed at which information can be shared 2. Establish values and boundaries around the internet. For example what to share and what not to share. 3. 	<ol style="list-style-type: none"> 1. PSHE and ICT lessons 2. PSHE and ICT lessons

In depth Key stage 4 PSHE Curriculum

Core Topic 1: Health and Wellbeing

<u>Topic</u>	<u>What to Cover</u> Remember to keep the individuals needs, abilities and backgrounds in mind when covering these topics.	<u>Where this will be covered with the curriculum</u> For example within a PSHE lesson or embedded within the curriculum. *All safeguarding issues to be dealt with as outlined in our safeguarding policy*
Self Concept	<ol style="list-style-type: none"> 1. Assess their areas of strength and development – self assessment linked to all areas of their curriculum. 2. The importance of self-esteem and how this can be impacted both by internal and external factors. For example how media images can influence a persons body image. 3. Strategies for developing self assertiveness and resiliency 	<ol style="list-style-type: none"> 1. Through self reflection sheets at the end of each term. 2. Within PSHE lessons and embedded within wellbeing and enrichment lessons. 3. Through lesson debates. Within all areas of the curriculum. E.g. accepting negative feedback and challenging it appropriately.
Mental Health and Wellbeing	<ol style="list-style-type: none"> 1. The characteristics of mental and emotional health and how daily actions can affect people. 2. How change and life changing events can impact mental health and wellbeing. 3. Strategies for promoting positive mental health. 4. Warning signs and triggers that can impact mental health. Negative coping strategies (self harm, restricting food) are to be covered but with a cautious approach supported by therapies and the inclusion team. 5. Recognising when others are in need and support. Strategies for support other with their mental health. 	<ol style="list-style-type: none"> 1. Within PSHE and wellbeing lessons. Input from inclusion and therapies. 2. Woldale will take a proactive approach when/if students experience life changing events. Strategies for dealing with these events covered in PSHE lessons. 3. Embedded throughout therapies and the curriculum, especially within the enrichment and life skills curriculum. For example the positive effects healthy eating and exercise has on mental health.

		<ol style="list-style-type: none"> 4. Through a combined approach from inclusion, therapies and the curriculum. 5. Primarily within PSHE but then transferred and embedded within the rest of the curriculum.
Health related decisions	<ol style="list-style-type: none"> 1. Make informed health decisions. For example how a poor diet and lack of sleep can impact health. 2. A balanced approach to spending time online and how to recognise reliable sources of information for health and wellbeing. Also how different media sources (Instagram, TV,) can negatively impact health. 3. The different health services available to them, for example NHS, mental health services. 4. Organ and blood donation 5. The importance of self examination for health: For example examination for cancer. 6. Risks of cosmetic procedures such as tattoo's, piercings, and sunbeds. 	<ol style="list-style-type: none"> 1. Primarily in PSHE, but also when it naturally occurs. 2. Primarily in PSHE and ICT based lessons, but also when it naturally occurs. A one to one intervention can be arranged if a student is at risk. 3. PSHE and life skills lessons. 4. PSHE lessons. 5. PSHE lessons. 6. PSHE lessons and when these naturally occur
Drugs and Alcohol	<ol style="list-style-type: none"> 1. The physical and mental impact of substance misuse (drugs, alcohol). 2. Wider risks of illegal substance misuse for example the impact on careers or family life. 3. How to identify, manage and seek help for substance misuse. 	<ol style="list-style-type: none"> 1. PSHE lessons. One to one intervention can be arranged if a student is at risk. 2. PSHE lessons. One to one intervention can be arranged if a student is at risk. 3. PSHE lessons. One to one intervention can be arranged if a student is at risk.
Managing risk and personal safety	<ol style="list-style-type: none"> 1. Staying safe in new places. 2. Identifying and managing risk in emergency situations both in real life and online. 3. Basic first aid* 4. The dangers of gambling 	<ol style="list-style-type: none"> 1. Embedded through out the school day. 2. PSHE lessons 3. May be covered in PSHE lessons if appropriate. 4. PSHE lessons. One to one intervention can be arranged if a student is at risk.
Sexual Health and Fertility	To be covered within relationships.	

Core Topic Two: Relationships

<u>Topic</u>	<u>What to Cover</u> Remember to keep the individuals needs, abilities and backgrounds in mind when covering these topics.	<u>Where this will be covered with the curriculum</u> For example within a PSHE lesson or embedded within the curriculum. *All safeguarding issues to be dealt with as outlined in our safeguarding policy*
Positive relationships	<ol style="list-style-type: none"> 1. That positive relationships are built on mutual support, respect, trust and equality. 2. How to recognise and respond to unhealthy relationships. 3. The importance of stable and committed relationships. For example, marriage of two people in love is likely to be successful. But being forced into marriage is not only illegal but could also severely impact mental health. 4. A persons legal rights and responsibilities. 5. That romantic and sexual feeling/relationships are diverse be equal. Support to be offered and shared when needed. 6. How to access support for relationships. 7. Understand how their own personal values influence their decisions, goals and behaviours. 8. Recognise and challenge discrimination and prejudice. 	<ol style="list-style-type: none"> 1. PSHE lessons and embedded throughout the curriculum. 2. PSHE lessons and embedded throughout the curriculum. 3. PSHE lessons. 4. PSHE lessons. 5. PSHE lessons. 6. PSHE lessons. 7. PSHE lessons and embedded throughout the curriculum. 8. PSHE lessons and embedded throughout the curriculum.
Forming and maintaining relationships	<ol style="list-style-type: none"> 1. How to manage the strong emotions that form in some relationships. 2. How to manage the ending of a relationship responsibly. 3. How to deal with and access support due to separation, bereavement and divorce. 4. Dealing with unwanted attention 	<ol style="list-style-type: none"> 1. PSHE lessons and embedded throughout the curriculum. 2. PSHE lessons and dealt with if/when it occurs. 3. PSHE lessons and dealt with if/when it occurs.

		4. PSHE lessons and dealt with if/when it occurs.
Consent	<ol style="list-style-type: none"> 1. Consent to be covered before sexual and romantic relationships. 2. Consent and its role in maturing relationships 3. Consent and the law. 4. Impact and attitudes towards sexual assault. 5. The impact drugs and alcohol have on consent. 6. Assessing their own readiness to have sex and respecting their partners readiness to have sex. 	<ol style="list-style-type: none"> 1. PSHE lessons. 2. PSHE lessons. 3. PSHE lessons. 4. PSHE lessons. 5. PSHE lessons. 6. PSHE lessons.
<p>Sexual, health, fertility and education</p> <p>(This appears within the health and wellbeing topics of PSHE but is to be covered within relationships)</p>	<ol style="list-style-type: none"> 1. The different types of sexual intimacy (including online) and their positive and negative health implications. 2. Facts about sexual health (STI's) 3. The social responses to sexual health. 4. Overcoming the barriers (embarrassment, myths, misconceptions) surrounding sexual health and sexual health clinics and support. 5. Facts about fertility. 6. Facts about miscarriage. 7. Types of contraception and how to use them. This includes emergency contraception. 8. What pregnancy is and how to stay healthy during pregnancy 9. The impact of unwanted pregnancy 10. Abortion – its legality and current societal and cultural beliefs surrounding it. 11. Importance of parenting skills and qualities for family life – the struggles of young parents. 12. Adoption and fostering. 13. The role of pleasure in intimate relationships including orgasms. 	<ol style="list-style-type: none"> 1. PSHE lessons. 2. PSHE lessons. 3. PSHE lessons. 4. PSHE lessons. 5. PSHE lessons. 6. PSHE lessons. 7. PSHE lessons. 8. PSHE lessons. 9. PSHE lessons. 10. PSHE lessons. 11. PSHE lessons. 12. PSHE lessons. 13. PSHE lessons.

The internet and relationships	<ol style="list-style-type: none"> 1. How the media and social medias portrayal of sex and relationships is often not true to life. Some forms of media such as pornography can form unrealistic expectations of sex and relationships. 2. The legal and ethical responsibilities people have in regards to the internet and relationships. 3. The legal and ethical consequences of sharing images online 4. The risks of online relationships and meeting people from the internet. 	<ol style="list-style-type: none"> 1. PSHE lessons. 2. PSHE lessons. 3. PSHE lessons. 4. PSHE lessons.
Bullying, abuse, and discrimination	<ol style="list-style-type: none"> 1. Recognising manipulation, persuasion and coercion and how to respond to it. 2. Recognising and responding to unhealthy relationships. For example controlling or abusive relationships. 3. The skills and strategies to deal with bullying, harassment, exploitation, and control in relationships. 4. Recognising domestic abuse and how to get support. 5. The law around honour based violence and arranged marriage. 6. Challenging prejudice and discrimination. 	<ol style="list-style-type: none"> 1. PSHE lessons. 2. PSHE lessons and if/when this occurs. 3. PSHE lessons. 4. PSHE lessons. 5. PSHE lessons. 6. PSHE lessons and embedded throughout the curriculum.
Social influence	<ol style="list-style-type: none"> 1. The impact of peer influence. 2. Gang and organised crime influence and coercion. 3. How individuals become involved in gangs and organised crime. 	<ol style="list-style-type: none"> 1. PSHE lessons. 2. PSHE lessons. 3. PSHE lessons.

Core Topic Three: Living in the Wider World

<u>Topic</u>	<u>What to Cover</u> Remember to keep the individuals needs, abilities and backgrounds in mind when covering these topics.	<u>Where this will be covered with the curriculum</u> For example within a PSHE lesson or embedded within the curriculum. *All safeguarding issues to be dealt with as outlined in our safeguarding policy*
Careers topics: 4. Learning skills 5. Choices and Pathways 6. Work and career 7. Employment rights and responsibilities	See our in depth careers programme for these topics: (insert hyper link)	See: (insert hyper link)
Financial choices	<ol style="list-style-type: none"> 1. How to effectively budget and make financial decisions. 2. How to access financial support both in terms of poor financial choices and financial exploitation. 3. Types of employment contracts (zero hours, full time, part time ect) 	<ol style="list-style-type: none"> 1. Embedded within life skills and community access lessons. 2. Embedded within life skills and community access lessons. 3. See careers programme
Media literacy and media resiliency.	<ol style="list-style-type: none"> 1. Safe and positive ways to share content 2. Strategies for ensuring personal content posted does not have a negative impact 3. How to access social media: recognising inaccurate or exaggerated information and the influence social media has 	<ol style="list-style-type: none"> 1. PSHE and ICT lessons. 2. PSHE and ICT lessons. 3. PSHE and ICT lessons. 4. PSHE and ICT lessons. 5. PSHE and ICT lessons.

	<ol style="list-style-type: none"> 4. How personal data is collected and used and how to stay safe. 5. Critically assessing content 6. The cause and consequences of extremism and intolerance 7. Recognising the need for a shared responsibility to challenge extremist view points 	<ol style="list-style-type: none"> 6. PSHE and ICT lessons. Any causes for concern to be dealt with as outlined in our safeguarding policy. 7. PSHE and ICT lessons. Any causes for concern to be dealt with as outlined in our safeguarding policy.
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Appendices 2

Useful PSHE References and Resources

- Promoting children and young people's emotional health and wellbeing: a whole school and college approach (Public Health England)
- Rise Above: <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview> (Public Health England)
- Relationships Education, Relationships and Sex Education and Health Education: Statutory guidance for governing bodies, proprietors, Head teachers, principals, senior leadership team and teachers (2020)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
- Teaching on-line safety in school: Guidance supporting schools to teach their pupils how to stay safe on line, with new and existing school subjects (2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf
- Education for a connected world (UK Council for Internet Safety)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/Ukcis_Education_for_a_Connected_World.pdf
- Think you Know: <https://www.thinkuknow.co.uk/>

Related Policies:

Marking Policy, Careers Policy, Spiritual, Moral, Social, Cultural Statement, Equality Statement, British Values Statement, Wellbeing Policy, PSHE and SRE Policy, Lifeskills Policy, English Policy, Maths Policy, STEAM Policy, APE Policy, The Arts Policy, Vocational Learning Policy, Enrichment Policy, Supporting Students with SEN Policy, Quality Assurance Policy and Procedure, E-Safety Policy, Acceptable Use Policy, Exams Policy

Policy owned by:


Name: Dan McMurray

Signature:


Revision Control:

Revision Number	Page Number/s	Revision explanation	Date of change
1		Curriculum policy, has been split down into sections	Jan 2021
2		Thrives Values identified within PSHE and RSE delivery Update on the monitoring of PSHE and RSE across the school	June 2021
3	3	Update on tracking PSHE	Sept 2022

Approved Sign off:

Sign needed by:	Name	Signed	Date
Member of Senior Leadership Team	Kirsten G		September 2022

Approved Sign off:

Sign needed by:	Name	Signed	Date
Member of Senior Leadership Team	Sachin D		September 2022

Next Review Date: July 2023