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## 1. Introduction

At St Faith's, Relationships and Sex Education (RSE) is about the emotional, social and physical parts of our lives and about ourselves and our relationships, providing among others, the following benefits:

- It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships.
- It equips them with information and skills they need to understand themselves, their peers and people they meet in the wider community.
- It explores risks, choices, rights, responsibilities and attitudes.  
It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline.
- It enables pupils to explore their own attitudes and those of others respectfully.

It is our duty to teach pupils about the Fundamental British Values and for the school as a whole to promote and uphold these. It is also important to give pupils to have an age-appropriate awareness of the protected characteristics and their significance.

## 2. Context of Wider Personal, Social, Health and Citizenship Education

At St Faith's, Relationships and Sex Education (RSE) is taught within the Personal, Social, Health and Citizenship Education (PSHCE), Science and Computing curricula. Appendices 2 and 3 give an outline of the topics covered in PSHCE in each year group. This teaching is underpinned by our school values of *kindness, community and excellence* and by pupils striving to be their best selves.

There are many wider areas of school life which support RSE teaching and help pupils to develop respectful relationships with others and develop compassion, tolerance and respect. Other areas of school life that we feel support this teaching include our biannual visits from the Coram Life Education workshops for pupils in Foundation (our reception aged pupils) to Year 6, our pastoral support provision, buddy sessions, house assemblies, whole school assemblies, pre-prep assemblies, girls on board sessions, enrichment days and extra-curricular activities and everyday interactions in all areas of school life. RSE indeed makes a major contribution to fulfilling the St Faith's mission, vision and values (Appendix 1).

In order for our RSE curriculum to affect pupils' behaviour and attitudes positively, it is essential that our school environment and ethos complement RSE curriculum provision. We endeavour to ensure that all adults in school act as positive role models for our pupils. Staff ensure that our responses to homophobia, transphobia, sexism, sexual harassment and associated behaviour issues are consistent and in line with our Pastoral, Discipline and Behaviour Policy, Anti-bullying Policy and Safeguarding Children Policy. We use pupil voice to improve or reflect on our school environment using pupil surveys along with pupil voice groups such as the School Council or Eco Committee along with surveys and pupil feedback within PSHCE lessons.

## 3. Aims of RSE

Through the delivery of RSE we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes

which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All staff in school will work towards achieving these aims for RSE. We seek to enable our pupils to:

- develop the attitudes and interpersonal and communication skills needed to sustain healthy relationships
- develop and explore personal values and a moral framework to guide decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- promote equality and respect in their own peer groups, both on and offline, reducing prejudice and challenging stereotypes and harassment assertively
- develop skills for healthy relationships based on mutual respect, trust and positive communication
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and support others
- explore the positive implications of new technologies for relationships and understand safety and privacy
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography
- recognise and avoid potential exploitative, coercive and controlling relationships
- discuss issues and develop the confidence to say 'no' in relationships
- explore values and attitudes towards gender identity, sexism and sexuality
- value, care for and respect their own bodies
- have the skills and knowledge to access advice and support from local and national services both online and offline.

#### **4. Implementing Our Policy**

##### **4.1. Inclusion**

In relation to those with special educational needs or disability, we ensure our RSE programme provides for those with additional needs and English as a second language (EAL). We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safe. We understand that pupils with SEND have as much right to receive the whole RSE curriculum as other pupils. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviours and understand private/public boundaries both online and offline
- their need to develop self-esteem and positive body image
- the management of personal care
- clarity about sources of support for pupils and systems of reporting both inside and outside school
- the need to involve all staff, and parents in policy development

## **4.2. Equality**

The Equality Act 2010, has special resonance in RSE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Also relevant here is our duty to uphold fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs.

We will ensure that our provision of RSE is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that RSE meets the needs of all:

- we will reflect on a range of lifestyles and family structures in PSHCE lessons and beyond.
- we will teach about RSE themes in a way which is relevant to all, using examples of a variety of sexualities, gender identities, lifestyles and faith backgrounds.
- we will ensure that the law in relation to, for example, online behaviours and age of consent, are explained in age appropriate ways.
- we will not seek to gain consensus, but will respectfully listen, accept and celebrate difference.
- all adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work on 'Family and Friends', 'Diversity and Communities', 'Rights, Rules and Responsibilities', 'Healthy Relationships', and other areas of our PSHCE Curriculum.

## **4.3. Safeguarding**

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables pupils to understand about mutual, consensual and reciprocated relationships. Whether pupils are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Healthy Relationships and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in Keeping Children Safe in Education) to prevent 'child-on-child' abuse as far as possible.

In the case of RSE, we recognise that effective teaching may alert pupils to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to educate pupils in Female Genital Mutilation (FGM). All staff are aware of the Safeguarding Children Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSLs) immediately.

#### **4.4. Consultation and development of the RSE Policy**

Parents, staff and governors were invited to comment on the RSE outline curriculum and the original draft of this policy through a survey in May 2021. Following the initial consultation a letter was sent out to all parents and staff, responding to some of the frequently asked questions. Adjustments to the draft policy and curriculum content were made in light of this feedback. The policy is reviewed on an annual basis as indicated at the footer of the document. This date may be brought forward in the event of an update to the DfE statutory requirements for RSE and Health Education (2020)

### **5. Involving the Whole School Community**

#### **5.1. Working with Staff**

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their statutory duties connected with safeguarding, teaching statutory content, equality and inclusion.

Teachers responsible for delivering RSE have a duty to deliver statutory areas of the curriculum and will be supported to develop their skills in delivering content. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of RSE. We will also encourage the sharing of good practice. We may also use team teaching/shadowing to develop confidence.

#### **5.2. Communicating with Parents**

Parents are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many young people like to receive information about relationships from their parents in addition to their learning in school. Therefore we seek to work in partnership with parents when planning and delivering RSE. We will encourage this partnership by:

- sharing details of the RSE curriculum within the appendix to this policy
- placing the final version of the policy on the school website
- signposting parents to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children both online and offline. Information may be shared through articles such as the Pastoral Spotlight in the Headmaster's Weekly Newsletter.
- making parents aware via School Post of more sensitive topics of RSE teaching (outlined in section 7.2)
- inviting parents to view teaching materials in school, should they wish to do so

### **6. Curriculum Organisation**

#### **6.1. Outline of programme**

All elements of our Relationships & Sex Education and Health Education programmes will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHCE education programme. RSE is delivered predominantly by Tutors in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. This will be decided by the class teacher/Tutor after discussion with the Head of PSHCE and taking into account the wishes of the pupils. Occasionally, the school nurses will contribute to the delivery of the RSE programme in school.

Our RSE Curriculum (see Appendix A) is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014) and Cambridgeshire PSHCE Service (Foundation to Year 6) and Chameleon Personal Development Education (Years 7 & 8).

. We consider RSE to be a continuous process of learning, which begins before pupils enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of RSE and ensuring that their interactions with pupils support the RSE curriculum.

RSE at St Faith's is learning about:

- Families
- Respectful relationships, including friendships
- Keeping Safe online and offline
- Managing puberty and body image

Our curriculum for PSHCE does not separate delivery of RSE from Health Education and wider PSHCE. We deliver content which, taking the lead from pupils' lived experiences and their needs, considers related themes including development of knowledge, skills and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Healthy relationships, including anti-bullying
- Relationships and puberty
- Safety and risk
- Rights and responsibilities
- Identity, diversity and community

RSE will be taught through:

- PSHCE in designated lessons, taught by Tutors. Occasionally another member of staff will be the designated PSHCE teacher. Where this is the case, parents are informed.
- Other curriculum areas, especially Science, English, RS, PE and Computing
- Enrichment activities, especially our assembly programme; pastoral provision; involvement in school trips and adventurous activities; activities which are carried out to support wellbeing in school.

Specific Units of Work on RSE are planned into our teaching programme for Years 3 to 8.

Those delivering RSE will have responsibility for assessing pupils' needs and selecting appropriate activities and methodologies to meet these needs, supported by the Head of PSHCE.

The Head of PSHCE is responsible for reviewing and evaluating RSE. The Head of PSHCE will report findings to the Director of Pastoral Care and the governing body.

## **6.2. Teaching Methodologies**

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, considering other people's viewpoints are practised in all RSE lessons and across the wider curriculum. Our RSE lessons are not simply opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, pupils will have opportunities to ask further questions and, where appropriate, teachers will aim to respond within the content taught or by talking to a pupil individually.

We understand that at times pupils will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-gender groups or small group teaching where this will help us to meet the needs of pupils more effectively. We will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Group Agreements: RSE is taught in a safe, non-judgemental environment where adults and pupils are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The avoidance of sharing personal information and asking personal questions
- Confidentiality (unless information is needed to be shared for safeguarding purposes)
- Identification of appropriate staff and other agencies with whom pupils may wish to share information or seek advice

## **6.3. Curriculum Materials and Resources**

For Foundation to Year 6, we primarily follow the Cambridgeshire Personal Development Framework to adapt and make our own resources for our provision in RSE. We will select and create resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the pupils
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning, developing skills and attitudes, not just giving information
- conform to the statutory requirements for RSE.

For Year 7 and 8 content, we will follow the same criteria in making our own resources and adapt resources from Chameleon Personal Development Education.

## **6.4. Safe and Effective Practice**

## *Answering Questions*

We acknowledge that sensitive and complex issues will arise in RSE, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the Head of PSHCE. It may be suggested that the pupil has the discussion with a parent.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom suggests the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead, in line with the Safeguarding and Child Protection Policy.

## *Sexually Active Pupils*

If a pupil indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All information must be recorded in 'MyConcern' and discussed with the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL), as this may be a safeguarding or Child Protection concern.
- Following consultation between the DSL and DDSLs appropriate action will be taken.

## **6.5. Recording and Reporting**

We have the same high expectations of the quality of pupils' work in RSE as in all other subjects. Classwork and teaching will be monitored by the Head of PSHCE. At St Faith's we use a range of recording methods to evidence PSHCE, these include class exercise books or whole class project books and displays to reflect whole class discussions and group work. Pupils reflect upon their learning within the lesson, each unit of work and also through wider surveys and interviews. Each term a selection of pupils in each Year 3-8 Tutor group will be rewarded with a PSHCE commendation for particularly notable input.

## **7. Sex Education**

### **7.1. Right to be excused from Sex Education**

In line with The DfE statutory guidance, parents have the right to request that their child be excused from some or all of the areas we have collectively defined as 'sex education' delivered as part of statutory RSE up to two terms before their 16<sup>th</sup> birthday.



In accordance with the statutory guidance, should parents of secondary aged pupils wish to withdraw their child from sex education lessons, they would consult with the Headmaster. At St Faith's however in Years 7 and 8 we currently do not teach aspects considered as 'sex education' within our RSE lessons.

In the primary phase (Reception/Foundation to Year 6 pupils) parents requests to withdraw their child from sex education will be automatically granted through contacting the Head of PSHCE. Human reproduction, including the structure of the male and female reproductive systems, and physical and emotional changes which take place during adolescence is covered in the Science programme in Year 6. Any aspects of 'sex education' which fall within the Science curriculum are statutory and parents may not withdraw their child.

The one topic of RSE which comes under the definition of sex education is a talk from the school nurses on the names and functions of external body parts.

Parents should understand that the decision to remove their child from this lesson means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of Science lessons.

## **7.2 Sensitive topics**

Due to the more sensitive nature of some topics and to signpost parents to further sources of support, we will communicate (either via School Post or SeeSaw) in advance of the following topics in PSHCE lessons:

- Naming body parts
- Personal safety (including recognising signs of abuse).
- Changes at puberty
- Nurses talk on menstruation
- FGM

Should parents wish to discuss any of these topics further, they should contact the Head of PSHCE.

## **8. Monitoring, Review and Evaluation**

Monitoring, review and evaluation of the Policy is the responsibility of the Head of PSHCE and Director of Pastoral Care. Information will be gathered from the Head of PSHCE, parents and pupils to inform judgements about its effectiveness. Appendix 4 outlines the process for curriculum development, assessment and monitoring in PSHCE. The Head of PSHCE and Director of Pastoral Care will report to the governing body who are responsible for ensuring that:

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

- the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

This policy will be reviewed and updated yearly, taking into account the views of parents, staff and pupils (or sooner in the event of an update to the DfE statutory requirements for RSE and Health Education (2020)).

A Parker  
Head of PSHCE

M Critchley  
Director of Pastoral Care

## Appendix 1 – St Faith’s Mission, Vision and Values statement



### ST FAITH’S SCHOOL MISSION – VISION - VALUES

#### MISSION

We provide an inspiring and academically rigorous day school education for girls and boys aged 4 to 13, with a broad and balanced curriculum. We equip pupils for diverse and meaningful futures through our tailored approach to education, with an emphasis on inclusivity and social responsibility. We value kindness and we understand that happy children fulfil their potential. Our academic provision is underpinned by 8 key Learning Habits and excellent pastoral care. We have a Christian ethos and welcome families of all faiths and beliefs. We are proud to be part of The Leys and St Faith’s Foundation.

#### VISION

Our ambition is for every pupil to be empowered and enabled to lead a fulfilling life and to contribute positively to society. We aim to prepare pupils for increasingly diverse futures by delivering an excellent, innovative education, equipping pupils with key knowledge and skills. We aspire that all our pupils become well-rounded, independent learners, able to recognise their own talents and have confidence in their own decisions. We will promote respect, equality, diversity and inclusion across our school community, as well as the importance of service. We will also prioritise wellbeing throughout the school and seek to shape a sustainable and environmentally responsible future.

#### WE VALUE

- **Kindness**- *we care for **others** and are respectful and understanding*
- **Community**- *we work together to support one another and create a school where **everyone** feels they belong*
- **Excellence**- *we promote high expectations and encourage every **individual** to fulfil their potential*

#### OUR METHODIST FOUNDATION

“We do all the good we can in all the ways we can”

John Wesley

## Appendix 2 – Long Term Plan – Foundation to Year 2

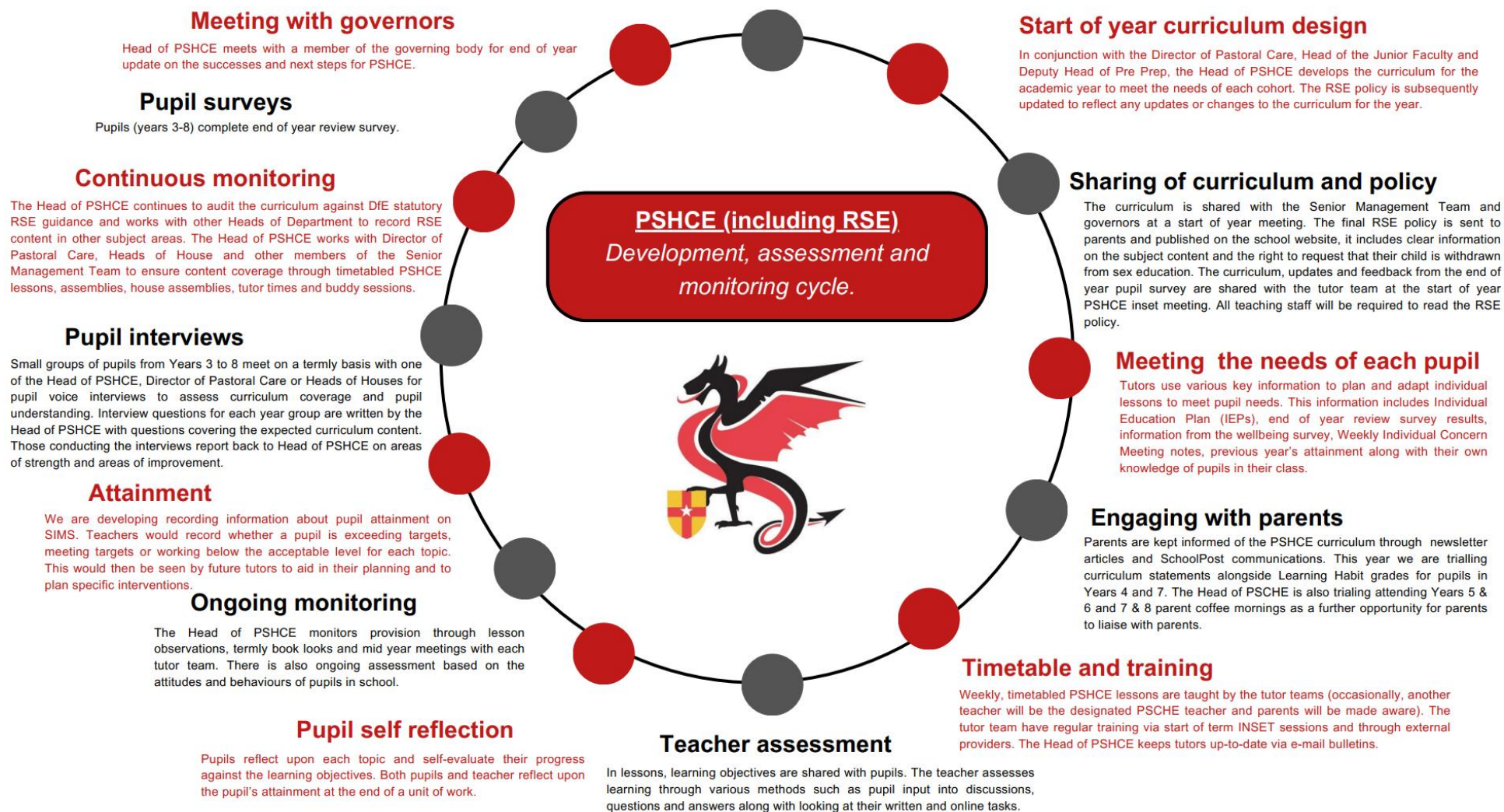
PSHCE	Michaelmas Term	Lent Term	Summer Term
<p><b>Foundation</b></p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>RSE</p> <p>Physical health and mental wellbeing</p> </div>	<p><b>Beginning and Belonging (1)</b></p> <ul style="list-style-type: none"> <li>• Belonging in the class, setting goals</li> <li>• Recognising feelings, fair and unfair</li> </ul> <p><b>My body and Growing Up (2)</b></p> <ul style="list-style-type: none"> <li>• Valuing my body, self-care</li> </ul> <p><b>My family and Friends (3)</b></p> <ul style="list-style-type: none"> <li>• Valuing difference and diversity</li> <li>• Safety circle, asking for help</li> </ul> <p><b>My Emotions (4)</b></p> <ul style="list-style-type: none"> <li>• Identifying and managing emotions</li> </ul>	<p><b>Identities and Diversity (5)</b></p> <ul style="list-style-type: none"> <li>• Respecting and valuing others</li> <li>• Routines, customs and traditions</li> </ul> <p><b>Healthy Lifestyles (6)</b></p> <ul style="list-style-type: none"> <li>• Healthy choices, rest and sleep</li> <li>• Exercise and leisure time</li> </ul>	<p><b>Me and My World (7)</b></p> <ul style="list-style-type: none"> <li>• People and places</li> <li>• Helping and working together</li> </ul> <p><b>Keeping Safe (8)</b></p> <ul style="list-style-type: none"> <li>• Assessing risk</li> <li>• Good and bad secrets and touches</li> <li>• Safe use of medicines</li> </ul>
<p><b>Year 1</b></p>	<p><b>Beginning and Belonging (MMR-BB12)</b></p> <ul style="list-style-type: none"> <li>• developing classroom ground rules, and building positive relationships in class</li> </ul> <p><b>Family and Friends (MMR-FF12)</b></p> <ul style="list-style-type: none"> <li>• Changing friendships patterns, family relationships and special people,</li> </ul> <p><b>Working Together (CIT-WT12)</b></p> <ul style="list-style-type: none"> <li>• Strengths, skills, goals</li> <li>• Communication, co-operation, compromise</li> </ul>	<p><b>Diversity and Communities (CIT-DC12)</b></p> <ul style="list-style-type: none"> <li>• Respecting and valuing the routines, customs and traditions of others</li> <li>• Challenging Stereotypes</li> </ul> <p><b>Relationships and Sex Education (HSL-RS2)</b></p> <ul style="list-style-type: none"> <li>• The human life cycle, growing up, personal responsibilities and parents, carers and families.</li> </ul>	<p><b>Personal Safety (HSL-PS12)</b></p> <ul style="list-style-type: none"> <li>• Feeling safe incl online safety (TG digital lifestyles)</li> <li>• Early warning signs and how to ask for help</li> <li>• Trusted people</li> </ul> <p><b>Healthy lifestyles (HSL-HL12)</b></p> <ul style="list-style-type: none"> <li>• Staying healthy, physical activity, rest and sleep, healthy eating, making healthy choices</li> </ul>
<p><b>Year 2</b></p>	<p><b>Rights, Rules and Responsibilities (CIT-RR12)</b></p> <ul style="list-style-type: none"> <li>• Classroom rules and expectations</li> <li>• Opinions, democracy and respecting the views of others</li> <li>• Understanding right and wrong</li> </ul> <p><b>Anti-bullying (MMR-AB12)</b></p> <ul style="list-style-type: none"> <li>• Physical, mental and emotional well-being; asking for help and telling</li> </ul> <p><b>My Emotions (MMR-ME12)</b></p> <ul style="list-style-type: none"> <li>• Self-awareness coping with feelings</li> <li>• Likes and dislikes</li> </ul>	<p><b>Financial Capability (EW-FC12)</b></p> <ul style="list-style-type: none"> <li>• What is money and how do we get it?</li> <li>• How my choices affect me / my family?</li> </ul> <p><b>Relationships and Sex Education (HSL-RS1)</b></p> <ul style="list-style-type: none"> <li>• body knowledge, body functions, body awareness/image, personal hygiene and prevention of illness and disease.</li> <li>• Digital identity and relationships(TG digital lifestyles)</li> </ul>	<p><b>Managing Safety and Risk (HSL-MSR12)</b></p> <ul style="list-style-type: none"> <li>• Personal safety incl online safety (TG digital lifestyles)</li> <li>• Support networks</li> <li>• Reducing risk</li> </ul> <p><b>Drug Education (HSL-DE12)</b></p> <ul style="list-style-type: none"> <li>• Medicines, health professionals and risky household substances</li> <li>• Feeling ill and better</li> </ul> <p><b>Managing Change (MMR-MC12)</b></p> <ul style="list-style-type: none"> <li>• Changing friendships, responsibilities</li> <li>• Growing and changing</li> <li>• Coping, support and emotions</li> </ul>

### Appendix 3 – Long term plan – Years 3 to 8

PSHCE	Michaelmas Term	Lent Term	Summer Term
<b>Year 3</b> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>RSE</p> <p>Physical health and mental wellbeing</p> </div>	<p><b>Myself &amp; My relationships:</b> Beginning and Belonging</p> <p><b>Myself &amp; My relationships:</b> My Emotions</p> <p><b>Citizenship:</b> Working Together</p>	<p><b>Citizenship:</b> Diversity &amp; Communities</p> <p><b>Healthy &amp; Safer Lifestyles:</b> Managing Safety &amp; Risk</p> <p><b>Healthy &amp; Safer Lifestyles:</b> Digital Lifestyles (supplement Computing)</p> <p><i>Life Bus- February 2026</i></p>	<p><b>Healthy &amp; Safer Lifestyles:</b> Relationships &amp; Sex Education (Year 3)</p> <p><b>Healthy &amp; Safer Lifestyles:</b> Personal Safety</p> <p><b>Healthy &amp; Safer Lifestyles:</b> Healthy Lifestyles</p>
<b>Year 4</b>	<p><b>Citizenship:</b> Rights, Rules &amp; Responsibilities</p> <p><b>Myself &amp; My relationships:</b> Family and Friends</p>	<p><b>Economic Wellbeing:</b> Financial Capability</p> <p><b>Healthy &amp; Safer Lifestyle:</b> Drug Education</p> <p><i>Life Bus- February 2026</i></p>	<p><b>Healthy &amp; Safer Lifestyles:</b> Relationships &amp; Sex Education (Year 4)</p> <p><b>Myself &amp; My Relationships:</b> Managing Change</p>
<b>Year 5</b>	<p><b>Myself &amp; My relationships:</b> Beginning and Belonging</p> <p><b>Myself &amp; My relationships:</b> My Emotions</p> <p><b>Citizenship:</b> Working Together</p>	<p><b>Citizenship:</b> Diversity &amp; Communities</p> <p><b>Healthy &amp; Safer Lifestyles:</b> Managing Safety &amp; Risk</p> <p><b>Healthy &amp; Safer Lifestyles:</b> Digital Lifestyles (supplement Computing)</p> <p><i>Life Bus- February 2026</i></p>	<p><b>Healthy &amp; Safer Lifestyles:</b> Relationships &amp; Sex Education (Year 5)</p> <p><b>Healthy &amp; Safer Lifestyles:</b> Healthy Lifestyles</p>
<b>Year 6</b> 60 minutes per week	<p><b>Myself &amp; My relationships:</b> Family and Friends</p> <p><b>Citizenship:</b> Rights, Rules &amp; Responsibilities. British Values, rule of the law, democracy, debate.</p>	<p><b>Economic Wellbeing:</b> Financial Capability</p> <p><b>Healthy &amp; Safer Lifestyle:</b> Drug Education</p> <p><i>Life Bus- February 2026</i></p>	<p><b>Healthy &amp; Safer Lifestyles:</b> Personal Safety</p> <p><b>Healthy &amp; Safer Lifestyles:</b> Relationships &amp; Sex Education (Year 6) (supplement Science)</p> <p><b>Myself &amp; My Relationships:</b> Managing Change</p>

<p><b>Year 7</b> 60 minutes per week</p>	<p><b>Emotional and mental Health</b> – talking about feelings.</p> <p><b>Personal skills development</b>- Working and a team, confidence building for groupwork and class, managing conflict in Teams.</p> <p><b>Puberty</b> – Emotional and social changes at puberty, physical changes at puberty.</p> <p><b>Enrichment Day</b> – Emotional and Mental health</p>	<p><i>(Topics taught in a carousel format)</i></p> <p><b>Safe fit and active</b>- Fit and active, food choices, personal hygiene and oral health, alcohol, tobacco, vaping and cannabis.</p> <p><b>Online safety</b>- my online personality, online privacy, grooming, travel safety, body image.</p> <p><b>Values, rights and responsibilities</b> -A welcoming and inclusive school, challenging stereotypes, difference and diversity in the community, impact of prejudice and discrimination, respect goes both ways.</p> <p><b>Relationships (family and friends)</b> – families, friendships, bereavement, families, friendship, managing changes in friendships, peer influence.</p>	<p><b>With tutors through the year</b></p> <p><b>Emotional and mental Health</b>- Feelings and behaviour, managing disappointment, being unique, self esteem and health.</p> <p><b>Writing personal statements and preparing for future schools.</b></p>
<p><b>Year 8</b> 60 minutes per week</p>	<p><b>Personal Skills development</b> -communication skills, active listening, interview preparation.</p> <p><b>Emotional and Mental Health</b>- Mental Health stigma, anxiety and depression, connecting with others, unhealthy comparison, positive self-talk.</p>	<p><b>Online Life and media</b>-media influence, positive and respectful online relationships, online bullying, what does the internet know about me?</p> <p><b>Values, rights and responsibilities</b>- Challenging stereotypes, impact of prejudice and discrimination, extremism, promoting inclusion.</p> <p><b>Future Choices and Money – Careers enrichment day.</b> What skills are employers looking for? How has technology changed the workplace? Managing money, gambling, financial exploitation.</p>	<p><b>Relationships</b> – family disputes, managing feelings, positive and respectful relationships.</p> <p><b>Keeping safe</b>- taking responsibility for our health, alcohol, smoking and drugs, attitudes towards substance misuse and influence of the media, gang and knife culture.</p> <p><b>Health and Fitness</b>- mental benefits of physical activity, what can influence my food choices? Taking responsibility for my health.</p> <p><b>Managing Change</b> - Leaving St Faith’s, coping with transition, technology &amp; settling in.</p>
<p><b>Enrichment Day</b></p>	<p>Inclusive Power House Games event focus on inclusion&amp; people overcoming disabilities- Last week of school year.</p>		

## Appendix 4- Development, assessment and monitoring cycle



Last Review: Sep24  
Next Review: Aug 25

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Responsibility: Head of  
Pastoral Care