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This policy refers to the DfE statutory requirements for RSE and Health Education (July 2025).

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 to promote and uphold these. It is also important to give pupils an age-appropriate awareness of the protected characteristics and their significance.

The Relationships aspects of RSE are compulsory for all pupils and pupils cannot be withdrawn from these lessons. Pupils can be withdrawn from sex education lessons within PSHCE lessons and further details on this can be found in section 7.1.

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. Appendix 2 gives 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 Preschool to Year 6, our pastoral support provision, 'Girls on Board' and 'Working with Boys' sessions, buddy sessions, house assemblies, year group and whole school assemblies, enrichment days and extra-curricular activities and everyday interactions in all areas of school life. RSE makes a major contribution to fulfilling the St Faith's mission, vision and values (Appendix 1).

In addition to health topics taught within PSHCE lessons, pupils receive further health education through teaching sessions with the school nurses. Examples include administering first aid and talks for girls on preparing for and managing menstruation.

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 and Child Protection Policy. We use pupil voice to improve or reflect on our school environment using pupil surveys including the 'Cambridge Wellbeing Check' along with pupil voice groups such as the School Council or Eco Committee, 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 portrayed in the media
- recognise and avoid potential exploitative, coercive and controlling relationships
- discuss issues and develop the confidence to say 'no' in relationships
- 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 equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics. It also allows opportunities to reduce discrimination, advance equality of opportunity and encourage 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.
- we will teach about RSE themes in a way which is relevant to all, using case study examples whose characters might have a range of sexualities, lifestyles, beliefs and faith backgrounds or who might have experience of disability.
- we will ensure that the law in relation to, for example, online behaviours and age of consent, is 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 specifically support children in developing their understanding of diversity throughout units of work entitled 'Diversity and Communities' in Years 1, 3 and 5, and 'Respect and Inclusion' in Year 7. However, children will have other opportunities to develop their understanding of diversity within 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, the wider community or online, they will be developing essential skills which underpin their ability to recognise abusive relationships. If the subject of abuse is discussed directly in any context, teachers will always be clear that being the victim of abuse is never the fault of the child. Teaching about healthy relationships and topics related to '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. All staff are aware of the Safeguarding and Child Protection Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSLs) immediately. The safeguarding team are made aware of occasions when topics with strong safeguarding links are being covered in PSHCE.

4.4 Consultation and development of the RSE Policy

In line with DfE guidance, schools must proactively engage and consult parents when they develop and review their RSE and Health Education Policy.

Parents, staff and governors are invited to comment on the RSE outline curriculum and the original draft of this policy through an online form in June 2026. Following the initial consultation, the Director of Pastoral Care and Head of PSHCE will meet to discuss feedback and consider changes which may be required.

Parents are made aware of topics within PSHCE lessons through the long-term plans published on My School Portal (MSP) and at the end of this policy. The policy is reviewed on an annual basis as indicated at the footer of the document.

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. In line with our monitoring policy, the Head of Department and members of the Senior Management Team will see PSHCE lessons as part of short lesson observations and learning walks.

5.2 Pupil voice

We appreciate that an inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

Small groups of pupils from Years 3 to 8 meet in the Summer Term with one of the Heads of PSHCE, Director of Pastoral Care or Heads of Year for pupil voice interviews to provide a snapshot of pupil understanding and engagement with the curriculum. Periodically, pupil reviews and surveys are undertaken, such as the 'How Are You?' survey from Chameleon PDE, or end-of-year reflections in Years 3-8. We will use pupil voice alongside end-of-unit tasks and attainment data to monitor provision and inform future planning.

5.3 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
- uploading sample lesson resources for different year groups onto MSP
- 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 SchoolPost of more sensitive topics of RSE teaching (outlined in section 5.4)
- inviting parents to view teaching materials in school, should they wish to do so

5.4 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 SchoolPost or Seesaw) in advance of the following topics in PSHCE lessons:

- Changes at puberty
- Nurses talks on menstruation
- Sex education
- FGM
- Bereavement

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

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 lessons. Lessons are taught in mixed classes, but on occasion there are some topics that might be deemed more appropriate to be covered in single sex groups. This will be decided by the Head of PSHCE in discussion with class teachers and the Director of Pastoral Care. Occasionally, the school nurses will also contribute to the delivery of the RSE programme in school.

Our RSE Curriculum is wholly consistent with the DfE statutory requirements for RSE and Health Education (2025), the National Curriculum (2014), and the Early years foundation stage statutory framework. We use and adapt resources from Cambridgeshire PSHE Service and Chameleon Primary (EYFS to Year 6) and Chameleon Personal Development Education (Years 7 & 8). These are occasionally supplemented by resources from The PSHE Association along with our own bespoke materials.

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 comprises both Relationships Education, and Sex Education.

At St Faith's, we define Relationships Education as learning about:

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

We define Sex Education as learning about how babies are conceived and born, and learning about the age of consent in an age appropriate manner (for further details, please see section 7).

Our curriculum for PSHCE does not separate delivery of RSE from Health Education and wider PSHCE (or PSED in Preschool and Reception). 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 in Years 1 to 6 are:

- Beginning and Belonging
- Rights, Rules and Responsibilities
- Family and Friends
- Diversity and Communities
- My Body
- Keeping Safe
- Working Together
- Managing Friendship Challenges

- Anti-bullying
- Growing Up
- Digital Lifestyles
- Managing Change
- Understanding Puberty
- Relationships and Sex Education

The topics where RSE is a significant driver in Years 7 to 8 are:

- Teamwork and Leadership skills
- Managing Puberty
- Respect and Inclusion
- Keeping Safe On and Offline
- Managing Changing Relationships
- Communication Skills
- Healthy Relationships
- Online Safety

RSE and Health Education will be taught through:

- PSHCE in designated lessons, taught by tutors (preschool to Year 4) and designated PSHCE teachers (Years 5-8).
- Other curriculum areas, especially Science, English, RS, PE and Computing
- Enrichment activities, especially our assembly programme; pastoral provision; 'Girls on Board' and 'Working with Boys' sessions; involvement in school trips and adventurous activities; activities which are carried out to support wellbeing in school.

Those delivering PSHCE 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, and 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 ensure there are positive educational and/or pastoral reasons for each method of delivery.

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:

I have the right...

- to share my opinion
- to be listened to
- to pass
- to feel respected and valued
- to keep what is discussed in the lesson confidential*
- (*unless what I share needs to be shared by my teacher to keep me safe)
- to not feel judged
- to not answer personal questions

6.3 Curriculum Materials and Resources

In EYFS, the PSED educational programme from the 'EYFS statutory framework for group and school-based providers' is followed, with teachers drawing upon the Cambridgeshire PSHE Service Resources. At the end of Reception year, the Foundation Stage Profile is completed which includes PSED.

For Year 1 to Year 6 classes, we primarily follow the Cambridgeshire PSHE Service framework, from which we take our learning objectives for each PSHCE topic. We use and adapt resources from Cambridgeshire PSHE Service, Chameleon Primary and The PSHE Association, along with our own bespoke materials for our provision in RSE.

For Years 7 and 8, we use and adapt resources from Chameleon Personal Development Education and The PSHE Association.

We 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 reputable organisations
- avoid racial, gender and sexual stereotyping

- encourage active and participative learning
- help to develop skills and attitudes
- conform to the statutory requirements for RSE.

Over the course of the academic year, sample resources for different year groups will be added to My School Portal. The long term plan can be viewed in Appendix 2 of this policy. If parents wish to view additional resources or discuss any lesson content, they should contact the Head of PSHCE.

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.

During certain topics, teachers are advised to provide question boxes within the classroom so that pupils can ask questions anonymously. Teachers review the questions between lessons, then answer questions which are judged to be in line with (or below) the planned curriculum for that age group to the whole class. If a member of staff is unsure about the most appropriate way to respond to any anonymous question, they will seek guidance from the Head of PSHCE.

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 PSHCE as in all other subjects. Classwork and teaching will be monitored by the Head of PSHCE. Learning is evidenced through children's work in exercise books and OneNote pages. Pupils reflect upon their learning within the lesson, and through completing end-of-unit tasks. Teachers assess pupils' understanding through their contributions to discussions and group work, their written work and their responses to end-of-unit tasks. Teachers will report on pupil attainment at the end of each term through the school's Learning Habit and Attainment grade system. Each term, a selection of pupils from Year 3-8 will be rewarded with a PSHCE commendation for particularly notable input.

7 Sex Education

St Faith's chooses to follow the government's recommendation to teach Sex Education to pupils in Upper Key Stage Two ('Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2025)). Pupils are taught this topic in PSHCE lessons in Year 6, which complements their learning about human life cycles and human reproduction in Science. During these lessons, pupils learn about how babies are conceived and born, the importance of the age of consent in keeping children safe, and the responsibilities involved in having children. Teachers will ensure that children understand that, when over the age of consent, it is an individual's choice about whether and when to engage in sexual relationships and that personal beliefs, family values, cultural backgrounds, and religious beliefs will likely factor into this decision. Pupils will be taught about the importance of consent in an age-appropriate manner.

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 three terms before their 16th 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 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.

Sex Education is covered in Year 6 within the Relationships and Sex Education unit of PSHCE work which includes human reproduction, including different ways to start a family.

Parents should understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of Science lessons. In line with best practice, the school will keep a record of communication with parents on this topic.

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 3 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 from sex education lessons
- 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 (2025)).

S Parker
Head of PSHCE

M Critchley
Director of Pastoral Care



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

10 Appendix 2 - Year 1 to 8 Long Term Plan

	Michaelmas Term	Lent Term	Summer Term
Year 1	Beginning and Belonging Children will explore simple ways to feel safe, confident and connected at school by getting to know others, understanding their feelings in new situations, and knowing who can help them. Family and Friends Children will learn how to play and communicate kindly and how to solve friendship problems. They will also explore personal space, understand the people who care for them, and recognise the special support their family and trusted adults provide.	Diversity and Communities Children will explore what makes people unique, how families and communities differ, and how belonging to supportive groups helps us understand and care for those around us. My Body Children will learn the names for the main parts of the body and about how their bodies grow. They will explore how they are in charge of their body and actions, and the importance of keeping clean and trying to avoid spreading common illnesses. Medicines Children will learn what medicines are for, who is responsible for keeping them safe, and why injections are needed. They will also explore simple ways to feel better and how to stay safe around medicines at home and at school.	Keeping Safe Children will learn to recognise and express different feelings, understand which rules help everyone stay safe, and know how to seek help from trusted adults if they feel worried or someone is unkind. They will also learn about private body parts, respecting personal space, and what to do if a secret makes them feel uncomfortable. Healthy Lifestyles Children will learn what it means to be healthy, including eating well, staying active, understanding how their bodies feel when they are healthy, and knowing who to talk to if they have worries about their health.

	Michaelmas Term	Lent Term	Summer Term
Year 2	Rights, rules and responsibilities Pupils will learn about the responsibilities they have at home and in school, and how rules are made to help everyone feel safe and happy. Working Together Pupils will develop group work skills including listening, sharing their views and taking turns. Managing friendship challenges Pupils will learn about friendship difficulties and why conflicts can happen. They will understand what bullying is, why it is unacceptable, and how it can make people feel. They will develop strategies to build positive and safe relationships, be assertive, support others, and seek help when needed.	My Emotions Pupils will explore what makes them unique, recognise and describe a range of feelings in themselves and others, and identify situations that can trigger different emotions. They will learn ways to manage emotions and behaviours, understand how to relax, and know who they can talk to about their feelings. Growing Up Pupils will learn how babies grow and change, how they themselves have developed, and the responsibilities that come with growing up. They will explore what babies and children need from their families and recognise the importance of stable, caring relationships within families.	Digital Lifestyles Pupils will explore how they use technology and the internet, understand the benefits, and learn how online identity can differ from the offline world. They will learn how to stay safe online by recognising worrying content or contact, following rules for healthy technology use, and knowing when and how to report concerns and seek help. Keeping safe Pupils will learn to recognise risky situations, understand what an emergency is, and know who can help. They will explore how to stay safe in different environments and activities (such as near roads, water, railways, and the sun), how to get help if they are lost, and how to reduce and respond to simple accidents.

	Michaelmas Term	Lent Term	Summer Term
Year 3	Family and Friends Pupils will learn what healthy friendships look like on and offline, including trust, empathy, respect, and 'give and take', and how positive friendships make them feel. They will develop skills to make and manage friendships, resolve disagreements, respect boundaries, seek support when friendships are difficult, and recognise how families and wider networks support one another. Working Together Pupils will explore their own strengths and those of others, develop communication and listening skills, and learn how to work effectively in a group. They will build resilience, perseverance, and the ability to evaluate learning and give and receive constructive feedback.	Diversity and Communities Pupils will explore what people have in common and what makes us different, within families and communities. They will understand why diversity matters, why stereotypes are unfair, and how caring for others and the local environment benefits everyone. My Body Pupils will learn about the differences between male and female bodies, how bodies change, and when and how they might need to talk about their bodies with trusted adults. They will understand how to look after personal hygiene and how they can help to prevent the spread of illnesses. Medicines Pupils will learn about medicines and immunisations, why they are used, and how to keep them stored safely. They will know how to respond safely to potentially risky items.	Keeping Safe Pupils will learn to recognise and talk about their feelings, understand rules that help keep them safe, and identify trusted adults and friends they can turn to for support. They will develop skills to seek help when worried, set boundaries around physical contact, keep safe online, and decide whether a secret is safe or unsafe. Healthy Lifestyles Pupils will learn how healthy eating, exercise, sleep, and dental care help keep their bodies and minds healthy. They will begin to understand how everyday choices can support a healthy lifestyle.

	Michaelmas Term	Lent Term	Summer Term
Year 4	Rights, Rules and Responsibilities Pupils will learn about their responsibilities at home and school, what it means to treat others with respect, and why rules are important. They will explore how individuals can take part in making and changing rules. Managing Friendship Challenges Pupils will learn the key differences between falling out and bullying, including types of bullying and the impact it can have over time. They will develop skills to support others as upstanders and to seek help when needed.	My Emotions & Managing Change Pupils will explore what makes them unique and understand why mental wellbeing is important. They will develop skills to recognise and manage emotions, care for their own and others' feelings, and know who to talk to if they are worried. Pupils will explore how people may feel and behave when experiencing loss or change, and learn what can help them cope with strong emotions during these times. Digital Lifestyles Pupils will explore how their use of technology may change as they grow older and how to make safe, healthy, and respectful choices online. They will learn about online identity, trust, and influence, understand how online content can affect wellbeing, and know how to manage screen time and seek support when needed.	Growing Up Pupils will explore their current responsibilities and how responsibilities will change as they grow up. They will look at how different families care for children both physically and emotionally. Keeping Safe Pupils will learn how to respond safely when meeting unfamiliar adults, what to do in emergencies, and how to contact the emergency services. They will explore the benefits and risks of activities such as being near roads, water, and fire, and learn how to reduce risks and prevent accidents at home and outside. Financial Capability Pupils will learn different ways to earn, save, spend, and budget money, make thoughtful choices about spending and payment, and understand how an individual's money choices can affect themselves, their family, and the wider world.

	Michaelmas Term	Lent Term	Summer Term
Year 5	Family and Friends Pupils will learn what healthy friendships look like, both on and offline, exploring trust, respect, and consent. They will develop skills to build and manage friendships, resolve difficulties, balance relationships with family and friends, and understand how their support networks change over time. Keeping Safe Pupils will learn to recognise their own feelings, understand how their actions affect others, and use early warning signs to judge how safe they are feeling. They will develop skills to identify trusted adults and friends, recognise unsafe situations, and know when and how to report concerns to keep themselves safe.	Diversity and Communities Pupils will explore how others' views, stereotypes, and the media can influence identity, and learn to question these influences thoughtfully and confidently. They will understand the importance of respecting different beliefs and lifestyles, and recognise how communities contribute positively to society. Healthy Lifestyles Pupils will learn how lifestyle choices such as physical activity, diet, screen use, and substance use affect physical and mental health, and how to recognise risks and signs of illness. They will develop a positive approach to food and wellbeing, understand the role of medicines and immunisations, and learn how to make safe, informed choices.	Understanding Puberty Pupils will learn about the changes that happen to male and female bodies during puberty, building confidence to talk about bodies appropriately and understanding how these changes can affect emotions. They will be supported to develop a positive and healthy body image, and learn how good personal hygiene helps them care for their changing bodies and prevent the spread of illness. Sun and Travel safety Pupils will focus on learning how to keep themselves safe when travelling independently. They will understand how to reduce risks in different environments, including staying safe in the sun and near open water and railways.

	Michaelmas Term	Lent Term	Summer Term
Year 6	Rights, Rules and Responsibilities Pupils will learn about the rights and responsibilities of children and adults, the importance of respect, and why rules and laws are needed. They will develop skills to take part in decision-making in a respectful way. Keeping Safe Pupils will revisit how to recognise unsafe situations, identify trusted adults and friends, and report concerns to keep themselves safe. They will learn how to take increasing responsibility for their own and others' safety as they grow older, including how to get help in an emergency, carry out basic first aid, and prevent accidents at home and school. Anti-bullying Pupils will learn about the different forms of bullying on and offline, including exclusion, manipulation, and prejudice, and how bullying can affect wellbeing and behaviour. They will develop skills to respond safely as assertive upstanders, support others, and understand how people can work together to prevent bullying in school and the wider community.	My Emotions Pupils will explore how to support mental wellbeing in everyday life by building identity, self-respect, empathy, and effective self-care strategies, including knowing when and how to seek support. They will also learn how emotions can change during times of loss and change, understand grief, and develop ways to manage relationship pressures to support themselves and others. Digital Lifestyles Pupils will learn how to behave responsibly and respectfully online, including when anonymous, and how to think critically about online friendships, media, and information. They will explore how online content and digital footprints can affect wellbeing, understand age restrictions and peer influence, and know how to seek support and report concerns such as online bullying or harmful content.	Relationships and Sex Education Alongside their learning in Science, pupils will build upon their understanding of the human life cycle and puberty. They will learn how babies are conceived and born, and understand the responsibilities involved in having children. Pupils will also consider different family structures, including why some adults choose to marry or form civil partnerships. Working Together and Managing Money Pupils will develop teamwork skills and consider how these can support them in future employment. They will learn how money is earned and taxed, what adults need to budget for, and how money can be used to support the community and wider world.

	Michaelmas Term	Lent Term	Summer Term
Year 7	Teamwork and Leadership Skills Pupils will learn how to communicate confidently in teams and manage conflict within groups. Managing Puberty, Personal Hygiene and Oral Health Pupils will learn about personal and oral hygiene and the physical, emotional, and social changes of puberty. They consider how to keep themselves and others safe during this time, including their right to personal boundaries, and a basic awareness of FGM (female genital mutilation). Respect and Inclusion Pupils will explore diversity and learn how to challenge stereotypes and recognise the impact of prejudice and discrimination. They will understand how to respond to verbal bullying and banter, and how to promote respect and inclusion within their community.	Positive Thought Habits Pupils will explore what makes them unique, building self-esteem and understanding the link between wellbeing and health. They will develop strategies to learn from mistakes, manage disappointment, talk about their feelings, and boost their mood. Keeping Safe On and Offline Pupils will learn how to present themselves positively online, protect their privacy, and think critically about different ways to engage with social media. They will explore how to stay safe, including recognising and responding to online bullying and understanding how to keep themselves safe when travelling.	Managing Changing Relationships Pupils will explore different types of families and friendships, learning how relationships can change over time and how to manage these changes positively. They will develop an understanding of peer influence, coping with bereavement, and how to seek support during difficult times. Science and Health Pupils will explore life-saving science, including vaccines, blood donation, stem cells, and organ and tissue donation, and understand how these can help others. They will develop awareness of how individuals can make a positive difference through these actions.

	Michaelmas Term	Lent Term	Summer Term
Year 8	Communication Skills Pupils will develop effective communication skills, including active listening and understanding non-verbal cues. They will learn how to manage criticism and misunderstandings, and take responsibility for their actions when working with others. Physical and Mental Health Pupils will learn how to keep themselves and others safe in an emergency, and develop their practical First Aid skills. Pupils will explore how to connect positively with others, understand how comparison can affect wellbeing, and recognise links between feelings and behaviour. They will develop strategies such as positive self-talk and understand how physical activity supports mental health.	Future Choices and Money Pupils will learn about careers and opportunities available to them in the future. They will consider how the skills they learn at school are relevant in the workplace. They will understand how technology is changing the workplace and consider financial risks such as gambling. They will also learn how to manage money as they become more independent. Making Safe and Healthy Choices Pupils will consider how to take responsibility for their health, including making healthy food choices. They will explore the effects of substances such as alcohol, smoking, vaping, and other drugs on the body. They will understand attitudes towards substance use and how to make safe and informed choices.	Healthy Relationships Pupils will learn how to manage feelings in relationships, including navigating disagreements with friends and family. They will explore what makes a positive and a respectful romantic relationship. Online Safety Pupils will learn how to build positive and respectful relationships online, considering their digital footprint and thinking critically about the influence of social media and AI-generated content. They will explore how to stay safe online, including where to get help if they see harmful content, and develop an age-appropriate understanding of risks such as financial exploitation, grooming, and sextortion.

11 Appendix 3- Development, assessment and monitoring cycle

PSHCE (including RSE) Development, assessment and monitoring cycle



At St Faith's, we are committed to regularly reviewing and refining our PSHCE curriculum to ensure it remains responsive to evolving government guidance, emerging pupil needs, and ongoing evaluation of our current provision. We view this as a continuous and cyclical process of development, assessment and monitoring, which underpins our commitment to delivering a high-quality and relevant curriculum. Further details of this approach are outlined below.

Start of year curriculum design

In conjunction with the Director of Pastoral Care, Head of the Junior Faculty and Deputy Head of Pre Prep, the Head of PSHCE develops the curriculum for the academic year to meet the needs of each cohort. The RSE and Health Education Policy is subsequently updated to reflect any updates or changes across the curriculum. It includes clear information on the subject content and the right to request to withdraw a child from sex education.

Sharing of curriculum and policy

The curriculum is shared with the Senior Management Team and governors at a start of year meeting. The RSE and Health Education Policy is sent to parents and published on the school website. Curriculum updates are shared with the PSHCE teaching team at the start of the year INSET meeting. Teachers of PSHCE will be required to read the RSE policy.

Engaging with parents

Parents are kept informed of the PSHCE curriculum through the overview included in our RSE and Health Policy, newsletter articles and SchoolPost communications. Curriculum statements appear alongside Learning Habit grades for pupils between Year 4 to Year 8, and a sample of resources for different year groups will be added to MSP over the course of the academic year.

Timetabling and Training

Weekly, timetabled PSHCE lessons are taught by teaching staff from within the PSHCE department. Teachers within the department receive guidance and professional development through start-of-term INSET sessions, with additional training from external providers commissioned where appropriate. The Head of PSHCE keeps teachers up-to-date via e-mail bulletins.

Meeting the needs of each pupil

Teachers are responsible for adapting lesson plans to meet the needs of the pupils in their class. They will draw upon Individual Education Plans (IEPs), Weekly Individual Concern Meeting notes and previous assessment information. Should they have any queries about how best to meet the needs of their pupils, teachers are encouraged to seek support from the Head of PSHCE and colleagues from the DZ.

Teacher assessment

In lessons, learning objectives are shared with pupils. Teachers assess learning through evidence of pupil understanding demonstrated via verbal contributions, group work, written work and online tasks. Teachers provide a combination of verbal and written feedback to help pupils celebrate success and identify and address misconceptions. Teachers adapt planning over the course of a unit of work to support all pupils' progress.

End-of-unit tasks

We are developing a range of end-of-unit tasks to support pupils to reflect on their learning and provide teachers with an overview of individual and cohort level understanding. Tasks will vary between year groups and units of work and may take the form of short written activities, 'Draw and Write' reflections, quizzes, or self-evaluation against learning objectives.

Attainment

Teachers will report on pupil attainment at the end of each term through the school's Learning Habit and Attainment grade system. Attainment grades will be informed by classwork and end-of-unit tasks, and will indicate the level of understanding and application of the knowledge and skills covered in lessons.

Pupil voice

Small groups of pupils from Years 3 to 8 meet in the Summer Term with one of the Heads of PSHCE, Director of Pastoral Care or Heads of Year for pupil voice interviews to provide a snapshot of pupil understanding and engagement with the curriculum. Periodically, pupil reviews and surveys are undertaken, such as the 'How Are You?' survey from Chameleon PDE, or end-of-year reflections in Years 3-8. We use pupil voice alongside end-of-unit tasks and attainment data to monitor provision and inform future planning.

Ongoing monitoring

The Head of PSHCE monitors provision through learning walks, book looks, reviewing attainment data, and a combination of email correspondence and face-to-face meetings with teaching staff.

Continuous monitoring and evaluation

The Head of PSHCE continues to audit the curriculum against DfE statutory RSE guidance. Assessment information and feedback from teachers and pupils is evaluated and used to help inform planning the curriculum for the following year.