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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The Relationships aspects of RSE are compulsory for all pupils and pupils cannot be withdrawn from these lessons. Pupils can be withdrawn from sex education lessons within PSHCE lessons and further details on this can be found in section 7.1.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. Appendices 2 and 3 give an outline of the topics covered in PSHCE in each year group, (in Preschool and Reception, the acronym PSED is used to refer to children's personal, social and emotional development). 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 Children 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, 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 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 Children 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 MySchool Portal 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 School Post 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 School Post or SeeSaw) in advance of the following topics in PSHCE lessons:

- Changes at puberty
- Nurses talk 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 PSHCE 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.

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:

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 PSHCE Service framework, from which we take our learning objectives for each PSHCE topic. We use and adapt resources from Cambridgeshire PSHCE Service, Chameleon Primary and The PSHCE 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 a reputable organisation
- 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 One Note 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 two 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 between 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
- 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)).

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

PSHCE	Michaelmas Term	Lent Term	Summer Term
Year 1	Healthy and happy friendships Forming friendships and how kind or unkind behaviours impact other people Similarities and differences Similarities and differences between people and how to respect and celebrate these. Caring and responsibility Identifying who our special people are and how they keep us safe.	Families and committed relationships What a family is (including difference and diversity between families), and why families are important and special. Healthy bodies, healthy minds Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Coping with change Growing from young to old and how we have changed since we were born. Teacher directed PSHCE project
Year 2	Healthy and happy friendships Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations Similarities and differences Exploring different strengths and abilities. Understanding and challenging stereotypes. Caring and responsibility	Families and committed relationships The different people in our families, and how families vary. Healthy bodies, healthy minds Ways to stay healthy, including safe and unsafe use of household products and medicines.	Coping with change Exploring how our bodies and needs change as we grow older. Aspirations and goal setting. Teacher directed PSHCE project

	The different communities and groups we belong to and how we help and support one another within these.		
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Year 3	Healthy and happy friendships Being a good friend and respecting personal space. Strategies for resilience Similarities and differences Respecting and valuing differences. Shared values of communities. Caring and responsibility Our responsibilities and ways we can care and show respect for others.	Families and committed relationships Different types of committed relationships and the basic characteristics of these. Healthy bodies, healthy minds Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with change Coping with feelings around the changes in our lives. Teacher directed PSHCE project
Year 4	Healthy and happy friendships Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Families and committed relationships The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Coping with change How our bodies change as we enter puberty, including hygiene needs and menstruation. Teacher directed PSHCE project

Year 5	Similarities and differences Identity and diversity. Seeing different perspectives and not making judgements based on appearance. Caring and responsibility Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	Healthy bodies, healthy minds Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	
	Healthy and happy friendships Identity and peer pressure off- and online. Positive emotional health and wellbeing Similarities and differences	Families and committed relationships The characteristics of healthy, positive and committed relationships, and how these develop as people grow older. Healthy bodies, healthy minds	Coping with change How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.

	Celebrating strengths, setting goals and keeping ourselves safe online. Caring and responsibility How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community. Teacher directed PSHCE project -Budgeting project	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	
Year 6	Healthy and happy friendships How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions. Similarities and differences	Families and committed relationships Human reproduction, including different ways to start a family. <i>(Includes age appropriate sex education)</i> Healthy bodies, healthy minds	Coping with change Ways to manage the increasing responsibilities and emotional effects of life changes.

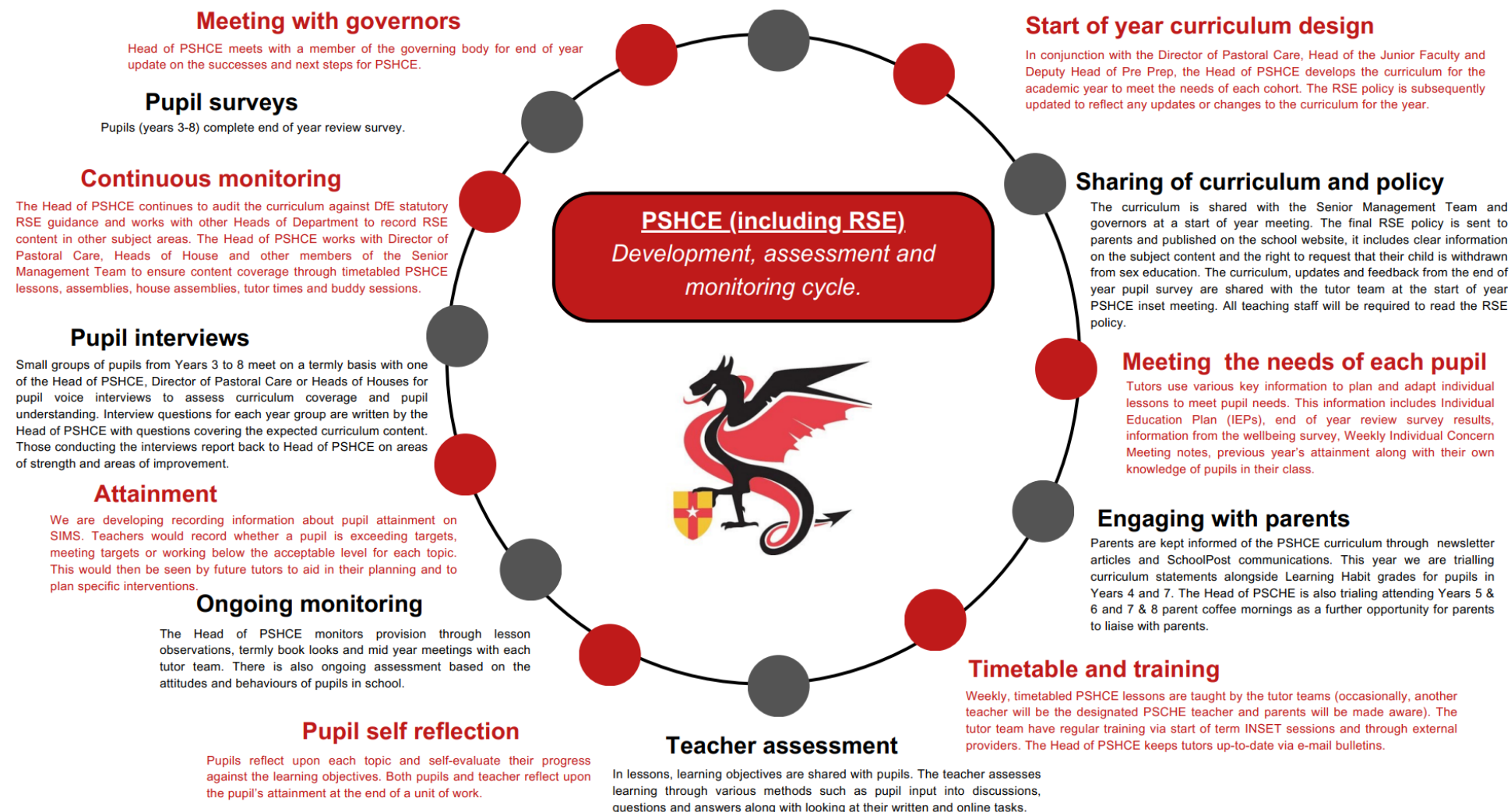
	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in' Caring and responsibility How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school. PSHCE project – finances	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	
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Year 7	Online safety- my online personality, online privacy. Personal skills development- Working and a team, confidence building for groupwork and class, managing conflict in Teams. Puberty – Emotional and social changes at puberty, physical changes at puberty. Personal hygiene and oral health. Values, rights and responsibilities -A welcoming and inclusive school, challenging stereotypes, difference and diversity in the community, impact of prejudice and discrimination, respect goes both ways. Enrichment Day – Emotional and Mental health	Safe fit and active- Fit and active, food choices, alcohol, tobacco, vaping and cannabis. Grooming, travel safety, body image . Emotional and mental Health- Talking about feelings, feelings and behaviour, managing disappointment, being unique, self esteem and health.	Relationships (family and friends) – families, friendships, bereavement, managing changes in friendships, peer influence. Writing personal statements and preparing for future schools.
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Year 8	Personal Skills development -communication skills, active listening. Values, rights and responsibilities- Challenging stereotypes, impact of prejudice and discrimination, extremism, promoting inclusion. Health and Fitness- mental benefits of physical activity, what can influence my food choices? Taking responsibility for my health. Emotional and Mental Health- Mental Health stigma, anxiety and depression, connecting with others, unhealthy comparison, positive self talk.	Online Life and media-media influence, positive and respectful online relationships, online bullying, what does the internet know about me? Future Choices and Money – Careers enrichment day. What skills are employers looking for? How has technology changed the workplace? Managing money, gambling, financial exploitation.	Relationships – family disputes, managing feelings, positive and respectful relationships. Keeping safe- alcohol, smoking and drugs, attitudes towards substance misuse and influence of the media, gang and knife culture. Teacher directed PSHCE project Managing Change - Leaving St Faith's, coping with transition, technology & settling in.
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	Enrichment Day- Inclusive Power House Games event focus on inclusion& people overcoming disabilities
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12 Appendix 3- Development, assessment and monitoring cycle



Last Review: August 26

Next Review: August 27

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This is a whole school policy, including EYFS

Responsibility: Head of

Pastoral Care