

Michael Hall

a Steiner Waldorf School

Relationships and sex education (RSE) and health education

Policy Owner	Senior Leadership Team
Policy Lead	Principal
Formally endorsed by	Trustees
Endorsement Date	7 th July 2021
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1. Introduction

At Michael Hall we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment and join us in creating a culture of vigilance.

Our curriculum aims to be one that meets the developmental stages of our pupils in order to foster their healthy learning and remove obstacles that prevent them from fulfilling their true potential. In doing this we will provide a safe and secure environment conducive to learning and creativity. This will allow all pupils the opportunity to experience a broad and balanced education that encourages them to fulfil their potential in relation to their abilities, skills and interests in accordance with their spiritual, intellectual, emotional and physical development.

Relationships Education, Relationships and Sex Education (RSE) and Health Education is a part of our whole school curriculum. At the core of Steiner-Waldorf education is respect for differences and positive relationships.

'Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives'
(Rudolf Steiner)

This policy sets out how Michael Hall supports pupils on their PSHE education journey, through physical, emotional and moral development, in order to promote confidence, respect, resilience, safety, self-respect, responsibility, empathy, love and care.

2. Definitions

Primary Education = EYFS, Key Stages 1 & 2 - Kindergarten and Classes 1-5

Secondary Education = Key Stages 3 & 4 - Classes 6 - 10

Personal, Social, Health and Economic (PSHE) Education - provides students with the skills, knowledge and understanding to support them to lead healthy, independent and confident lives.

Relationship Education in Primary Education - According to the Department for Education, Relationship Education in Primary Education is “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

Relationship Education in Primary Education is learning about a variety of relationships, from friendships, family life and working relationships. It is learning about stable, loving relationships, understanding the dynamics of a modern family life, promoting British values, and understanding themselves as part of the family, community and wider society.

Relations and Sex Education (RSE) for Secondary Education - According to the Department for Education, the aim of Relationship Education in Primary Education is “to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and

personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or orientation.

Research shows that good, comprehensive teaching of RSE builds the foundation blocks for young people toward understanding and managing risk, and does not make pupils more likely to become sexually active at a younger age.

3. Aims and objectives

This policy has aims to ensure staff and parents understand the content, delivery and progression of the PSHE provision. It has been developed in order to implement the national changes to the PSHE provision as set out by the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

In an ever changing world, our PSHE provision aims to empower our pupils to feel confident about the complexities of living in the wider world, from personal development to economic relationships.

4. Responsibilities

The following duties have certain responsibilities in the PSHE curriculum:

The Trustees - to approve this policy, and hold the Principal to account for its implementation

The Principal & Senior Leadership -

- Responsible for the implementation of this policy
- Responsible for information sharing of this policy to all staff
- Ensuring the PSHE provision is taught consistently and in accordance with statutory guidance
- Managing requests to withdraw pupils from sex education before statutory age
- Managing all teachers' professional development and encouraging them to explore new pedagogies to support this provision
- Planning, implementing and correctly timetabling of the curriculum
- That the curriculum is fully accessible for all SEND students
- Continued work with parents on subject content and progression

Staff -

- Delivering the PSHE curriculum in a sensitive and comprehensive way

- Modelling positive attitudes to all aspects of the PSHE curriculum including RSE
- Monitoring student understanding and progress
- Responding to pupils' individual needs
- Supporting pupils who have been withdrawn from parts of the PSHE curriculum
- Ensuring a set of ground rules when teaching the PSHE curriculum to ensure pupils are in a safe space to speak, discuss and explore in a supportive environment
- Teaching in the context of an explicit moral framework at all times
- Ensuring the PSHE curriculum is taught in ways accessible to SEND students

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Pupils -

- Expected to engage fully in the PSHE curriculum
- Treat others with respect and sensitivity when discussing all aspects of the PSHE curriculum including RSE

5. Statutory requirements

As an independent school we must provide Relationships Education and RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

Although we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The Department for Education's statutory guidance, Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, has been used to guide the development of the PSHE provision and as well as complying with The Equality Act 2010 and schools.

Additional Statutory Guidance

- Equality Act 2010
- EYFS - Early Years Foundation Stage
- Keeping Children Safe in Education

6. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Pupil voice - we will continue to consult with pupils about RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed by the Senior Leadership Team, every 2 years or sooner in accordance to statutory changes. At every review, the policy will be finally approved by the Trustees.

7. Curriculum

At Michael Hall, the PSHE provision is taught with recurrent themes throughout the key stages, building upon learning from previous levels, embedded in the Waldorf values and teachings. Kindergarten Teachers, Class Teachers and Guardians will be responsible for the teaching of the PSHE curriculum with specialist Teachers set to teach particular topics and guest speakers invited in to give talks and workshops. All the PSHE curriculum will be made accessible and taught in ways tailored to SEND students, and taught in a developmentally and age appropriate way. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed

Planning, development & monitoring

The PSHE provision is set out in light of the and the statutory guidance section (including EYFS in Kindergarten) outlining what pupils should know by the end of Primary and Secondary Education (see Annex A & B) and supported by the guidance from the PSHE Association. It was developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils, see Annex C for the Curriculum Map.

The delivery of the PSHE provision, including RSE is monitored by the Senior Leadership Team through learning walks and curriculum reviews held by Class Teachers, Guardians and Assistant Principals.

Pupils' development is monitored by Class Teachers and Guardians as part of our internal assessment systems. Pupils will have the opportunity to reflect on their personal experiences and learning in order to set personal goals. This assessment process reinforces self-awareness and personal development.

The Senior Leadership Team will ensure that staff and parents are informed about the content, progression and delivery of the curriculum through relevant Policy information on the school website.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the religious education aspects of our Steiner Waldorf curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

In Primary Education, including the Kindergarten, Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In addition, sex education is also taught.

In Secondary Education RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix A, B & C.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The delivery of RSE is holistic, every day is an opportunity to work on social aspects. Positive relationships are also supported through the Behaviour and Anti-bullying policies and should be read in conjunction with this policy. We teach Relationships and Sex Education in the context of the school's aims, ethos and values framework promoting respect for self and others, responsibility for own actions as well as for family, friends, school and community.

Kindergarten Education curriculum outline

The PSHE curriculum is clearly outline in the EYFS and is a statutory component of the Kindergarten curriculum. See Appendix C for the Curriculum Map

Primary Education curriculum outline

The PSHE provision is embedded in the curriculum through main lessons, and other subjects - some will be subject specific lessons, other topics will be discussed as part of the wider Waldorf curriculum.

See Appendix C for the Curriculum Map.

Secondary Education curriculum outline

At Michael Hall, in the Middle School, 1 hour a week lesson will be dedicated to PSHE specific teaching. In the Upper School, as well as 1 hour a week of PSHE & Ethics, pupils will have up to 3 collapsed timetable days a year.

See Appendix C for the Curriculum Map.

Key Stage 5 (Class 11 & 12)

Although PSHE and RSE education is not mandatory in Key Stage 5, at Michael Hall we are committed to the continual personal development of our students. Therefore, in Class 11 & 12, pupils will have up to 2 PSHE specific Main lesson subjects, plus up to 3 collapsed timetable days in a year. These will consist of pupil guided topics aimed to further inform them of subjects they feel they would like more information about.

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff will undergo continual training including but not limited to mental health, drug awareness, prevent duty, and safeguarding in order to provide confident delivery of the PSHE provision.

The School will also invite visitors from outside agencies, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Parent's right to withdraw

Michael Hall creates an environment of trust and safe space through open discussion and blackboard drawings in order to explore topics, and does not use "shocking" material in any part of the school.

In the Kindergarten - Parents have the right to withdraw their child from all or part of the relationships and health education provided in our Kindergartens, except for those parts included in the statutory EYFS.

In Primary Education - Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the components of sex education within RSE that do not form part of the National Curriculum.

In Secondary Education - Parents have the right to withdraw their children from the components of sex education within RSE that do not form part of the National Curriculum, up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Parents do not have the right to withdraw children from Relationship Education or Health Education that forms part of the PSHE provision.

Requests for withdrawal should be put in writing using the form found in Appendix D of this policy and addressed to the Principal. The Principal will meet with the parent/ guardian(s) to discuss the benefits of receiving this important education and the possible detrimental effects that withdrawal might have on the child. These could include any social and emotional effects of being excluded as well as receiving misinformation from other children. If queries are not resolved they will be referred to the Local Authority and Governor Support Service for final decision.

A copy of withdrawal requests will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from sex education.

10. Links with other Policies

- Child Protection & Safeguarding Policy
- Anti-social behaviour and bullying Policy
- Lower school behaviour Policy
- Upper school behaviour Policy
- Equality information statement
- Online Safety Policy
- Toileting Policy and Procedures
- Kindergarten Intimate Care Policy
- Early Years Positive Behaviour Policy

Appendix A

By the end of primary school pupils should know

From the Department for Education statutory guidance - **Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019**

	Pupils should know:
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <p>21</p> <ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Respectful relationships</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>13 Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <p>22</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix B

By the end of secondary school pupils should know

From the Department for Education statutory guidance - **Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019**

	Pupils should know
Families	<ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 28 • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

<p>Online and media</p>	<ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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Appendix C

See separate curriculum map document

APPENDIX C



WELLBEING CURRICULUM

(PSHE, RSE & HEALTH ED.)

LONG-TERM OVERVIEW

KINDERGARTEN TO CLASS 10

2021 - 2022

THROUGHOUT THE YEAR

	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience
KG	Roles of different people in the community, families, feeling cared for	Who to ask for help, understanding body autonomy, developing friendships	How behaviour affects others; being polite and respectful	Keeping Healthy, the joy of movement, cooking and eating healthy food, self care hygiene and sun safety.	Learning and naming feelings, learning to celebrate difference within themselves and others	How rules help us	Caring for others; looking after the environment	Online Safety

AUTUMN - RELATIONSHIPS

SPRING - HEALTH & WELLBEING

SUMMER - LIVING IN THE WIDER WORLD

	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience
Class 1	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively	Why sleep is important; medicines and keeping healthy; managing feelings and asking for help	Growing older; naming body parts;	Safety in different environments; risk and safety at home	Belonging to a group; being the same and different	The internet in everyday life
Class 2	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	The value of rules and laws; rights freedoms and responsibilities	How the internet is used; assessing information online

WELLBEING
CURRICULUM

(PSHE, RSE &
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LONG-TERM
OVERVIEW

KINDERGARTEN
TO CLASS 10

2021 - 2022

AUTUMN - RELATIONSHIPS

SPRING - HEALTH & WELLBEING

SUMMER - LIVING IN THE WIDER WORLD

	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience
Class 3	Positive friendships, including online	Responding to hurtful behaviour; managing secrets and confidentiality	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and personal hygiene routines	Personal identity recognising individuality and different qualities;	Medicines and household products drugs common to everyday life	What makes a community; shared responsibilities	Recognising risks online
Class 4	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety medicines, vaccinations, immunisations and allergies	Intro to physical and emotional changes in puberty; external genitalia; mental wellbeing	Keeping safe in different situations including responding in emergencies and first aid	Protecting the environment; compassion towards others	Different media types, their role and impact
Class 5	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure, consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Physical and emotional changes in puberty; human reproduction and birth; increasing independence	Keeping personal information safe, drug use and the law; drug use and the media	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online

WELLBEING
CURRICULUM

(PSHE, RSE &
HEALTH ED.)

LONG-TERM
OVERVIEW

KINDERGARTEN
TO CLASS 10

2021 - 2022

Class 6	<p>Diversity Diversity, prejudice, and bullying</p>	<p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p>Transition and safety Personal safety in and outside school, including first aid</p>	<p>Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and consent.</p>	<p>Digital literacy Online safety, digital literacy</p>
	<p>Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p>Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use</p>	<p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p>
	<p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising and the internet.</p>

Class 6

Class 7

Class 8

WELLBEING
CURRICULUM

(PSHE, RSE &
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LONG-TERM
OVERVIEW

KINDERGARTEN
TO CLASS 10

2021 - 2022

Class 9	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>	<p>Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>	<p>Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Exploring influence The influence and impact of substances, peers, role models and the media, including online</p>	<p>Work Preparation for and evaluation of work experience and readiness for work</p>
	Class 10	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p>Building for the future Self-efficacy, stress management, independence, and future opportunities</p>	<p>Independence Responsible health choices, and safety in independent contexts</p>

Appendix D

Parent form to withdraw *(This form will be filed away with the child's school record)*

Name of child		Class	
Name of Parent/Guardians(s)			
Reason to request withdrawal from Sex Education within Relationship & Sex Education			
Further information for the school to consider			
Signature		Date	

Please return this form to Reception for the attention of the Senior Leadership Team

For school use:

Accepted withdrawal	Yes / No
Agreed actions taken by the school	
Further notes	