Outcomes First Group

Relationships, Sex and Health Education (RSHE) Policy

Name of school: Hillingdon Grange School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

CONTENTS **PAGE**

1.0 Legal framework and linked policies 3
2.0 Policy context and rationale 3
3.0 Principles and aims of effective RSHE 4
4.0 Definitions 5
5.0 Delivery of RSHE 5
6.0 Equality, diversity and inclusion 6
7.0 Curriculum and monitoring 7
8.0 Responding to pupils' questions 7
9.0 RSHE and safeguarding 8
10.0 Involving parents and carers 8
11.0 Policy review 9
Appendix one_Curriculum coverage PSHE, RSE and health education 10
Appendix two_Statutory Relationships and Sex Education content ..... **Error! Bookmark not defined.**

1.0 Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

➢ Education Act 1996
➢ Education Act 2002
➢ Children and Social Work Act 2017
➢ DfE (2025) 'Keeping children safe in education' (KCSIE)
➢ DfE (2020) 'Relationships and sex education (RSHE) and health education'
➢ DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:
➢ Safeguarding Policy
➢ Careers Education, Information, Advice and Guidance Policy
➢ Spiritual, Moral, Social, and Cultural (SMSC) policy
➢ Equal opportunities Policy
➢ Online safety policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers **Hillingdon Grange School** approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at **Hillingdon Grange School** and covers all statutory requirements as per the DFE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, Keeping Children Safe in Education and the provisions of the **Equality Act (2010)** , our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

*This approach is underpinned by our commitment to **trauma-informed and neurodiversity-affirming practice**. We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Through our **Ask, Accept, Develop (AAD)** approach, we work collaboratively with young people—asking about their preferences, accepting their experiences and needs, and developing together. This ensures that RSHE is inclusive, responsive and grounded in strong, trusting relationships.*

RSHE provision at **Hillingdon Grange** strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at **Hillingdon Grange**

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by **Samuel Croyle and Julie Field.**
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess

the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest Keeping Children Safe in Education guidance.

4.0 Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- *At **Hillingdon Grange** we define sex education as learning about human reproduction beyond the statutory elements of the science curriculum.*
- *Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.*

5.0 Delivery of RSHE

RSHE is delivered through a combination of structured learning and meaningful, everyday opportunities across the school curriculum. In addition to timetabled RSHE sessions, pupils encounter rich, personalised learning related to relationships, personal development and social understanding throughout the school day and within topic-based activities. Our curriculum recognises that learning happens both formally and informally; staff proactively identify and capitalise on "in-the-moment" opportunities to reinforce RSHE themes in real contexts, adapting to pupils' interests, needs and communication styles. This approach supports the development of practical understanding, social development and self-awareness and is responsive to individual learning pathways informed by the PSHE Association SEND planning framework.

RSHE is taught through a range of teaching methodologies, such as storytelling, role-play, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

***Hillingdon Grange** will adhere to the principles set out in the DFE statutory guidance 2025. We will only work with external speakers/providers where we have full confidence in their approach, intended outcomes and have viewed all resources to be used.*

Roles and responsibilities

***The governing board** will approve the RSHE policy and hold the Head to account for it's implementation.*

***The Headteacher** is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.*

***The PSHE lead** has responsibility for:*

• Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.

• Overseeing all required content is coherently planned and consistently taught across year groups.

• Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.

•Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.

***Staff** are responsible for:*

- *Delivering RSE in a sensitive way*
- *Modelling positive attitudes to RSE*
- *Monitoring progress and understanding*
- *Responding to the needs of individual 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 Headteacher

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at **Hillingdon Grange** The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including PSHE Association, and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

*Pupils' learning will be assessed **throughout the year** to ensure that that teaching strategies and resources remain relevant and effective, and pupils are making sufficient progress, building on prior knowledge and skills. Assessment activities may include informal quizzes, confidence checkers and confidence scales, responses to scenarios, observations and self-assessment tasks to confirm pupils' understanding of the topics and address gaps. Progress over time will be tracked through individual tracking documents held in each pupil's PSHE folder.*

Pupils' knowledge and understanding is assessed through a combination of informal and formal methods that support each pupil's individual level of engagement and understanding such as 1:1 discussions, role play, responses to stimuli. Where appropriate, formative assessment methods such as written materials and quizzes will be used to monitor progress.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

For more information about our RSE curriculum, see Appendices 1 and 2.

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously

using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at **Hillingdon Grange** through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with **Julie Field**, making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, **Hillingdon Grange School** will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025).

Appendix one
Curriculum coverage PSHE, RSE and health education

Below are the topics and areas covered in the PSHE association SoW which Hillingdon Grange follows. As we operate a 3 year cycle, there are also extension areas for those students who are able to access. Further information can be found within the school's curriculum policy.

Cycle

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE association SEND Framework topics	Self-awareness SA4: People who are special to me. SA5: Getting on with others.	Managing feelings MF1: Identifying and expressing feelings. Self-awareness SA1: Things we are good at	Self-awareness SA3: Playing and working together. Self-care support and safety SSS1: Taking care of ourselves. SSS4: Keeping safe online.	The world I live in WILI5: Belonging to a community.	Self-care support and safety SSS2: Keeping safe The world I live in WILI4: Taking care of the environment.	Changing and growing CG1: Baby to adult. Self-care support and safety SSS5: Public and private Healthy lifestyles HL1:Healthy eating. HL2: Taking care of physical health.
Content	Theme -Families To understand that families can provide love and security but that all families are different.	Theme – being happy Exploring our own likes and dislikes. Thinking about what it means to be happy and what makes us happy. Thinking about kindness and helping others feel happy.	Theme- Being safe at school To understand who can help us in the classroom and who can help us online. To understand rules and routines. To understand simple boundaries offline and online.	Theme - Helping each other Expanding on previous topic and looking at how we can help look after our classroom and school, including outside areas. Who can help us beyond the classroom in our community?	Theme- Danger How to keep safe round roads and rivers. Water safety rules. Sun safety rules. Road safety rules.	Theme- Growing Beginning to name body parts. Looking at the changes from baby to current age. My body belongs to me and pants rule.
Statutory links	Families and people who care 1,3,4	General wellbeing 2,3,4	Being safe 1, 7 Wellbeing online 1,5, 11	Being safe 5,6	Personal safety 1,2 Health protection and prevention 2	Developing bodies 1,2 Being safe 3

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Self-awareness SA2: Kind and unkind behaviours. SA3: Playing and working together. SA5: Getting on with others.	Managing feelings MF1: Identifying and expressing feelings. MF2: Managing strong feelings.	Managing feelings MF1: Identifying and expressing feelings. MF2: Managing strong feelings. Self-care support and safety SSS4: Keeping safe online.	The world I live in WILI2: Jobs people do. WILI6: Money	Self-care support and safety SSS2: Keeping safe SSS3: Trust The world I live in WILI2: Jobs people do WILI3: Rules and laws	Changing and growing CG1:Baby to adult CG3:Dealing with touch Self-care support and safety SSS5: Public and private Healthy lifestyles HL2: Taking care of physical health. HL3: Keeping well.
Content	Theme - Friendships	Theme – Uncomfortable feelings (anger/frustration)	Theme – Scared and worried	Theme – Money	Theme- Trust	Theme – Looking after myself

	To understand the characteristics of friendships and that friendships should help us feel happy and secure.	Learning that there is a range of feelings and this is normal and ok. Starting to notice feelings in others by looking for clues such as facial expressions and body language. Exploring strategies to cope with uncomfortable feelings	Exploring these feelings in detail. Looking scenario-based learning of coping with string feelings. Focus on screen time and how games can make us feel and the risks of gaming. Start to look at balance of screen time.	Learning about money, why we need it and how to look after it. How we earn money and link to understanding of what a "job" is. Starting to learn about different ways we spend money in a digital world. Gentle link to risks of gaming from last ht. Link to money learning in maths.	Understand who can help in different situations inside and outside of school. Learning about how to seek help and what emergencies are.	Exploring ways to keep clean such as cleaning teeth properly, basic personal hygiene (washing etc) Looking at body and private in this context. How medicines can help us when given by a trusted adult (link back to previous topics). Sleep routines. Revisit pants rule
Statutory links	Caring friendships 1,2,4 Respectful, kind relationships 1, 5	General wellbeing 3,4, 5	General wellbeing 4,5, 9 Wellbeing online 3, 9 Health protection and prevention 3	Wellbeing online 5, 6 (light touch only) Wellbeing online 3, 9	Being safe 4 Basic First Aid 1	Health protection and prevention 4, 5 Being safe 3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE association SEND Framework topics	Self-awareness SA3: Playing and working together. SA5: Getting on with others. The world I live in WILI4: Taking care of the environment. WILI5: Belonging to a community	Self-awareness SA2: Kind and unkind behaviours. SA5: Getting on with others. Self-Care, support and safety SSS4: Keeping safe online. The world I live in WILI1: Diversity, rights and responsibilities.	Healthy lifestyles HL2: Taking care of physical health HL3: Keeping well	Self-awareness SA1: Things that I am good at Managing feelings MF1: Identifying and expressing feelings The world I live in WILI2: Jobs people do	Changing and growing CG4: Different types of relationships Self-awareness SA4: People who are special to me Self-care support and safety SSS2: Keeping safe	Self-care support and safety SSS3: Trust SSS5: Public and private Changing and growing CG3: Dealing with touch
Content	Theme- Working with others To understand courtesy and manners, Learning about myself and my skills and interests. Learning that others may have different skills and interests, but we can work together. Learning that working together can help each of us,	Theme – Respect & kindness To understand that we should communicate with kindness and respect regardless of physical differences, beliefs or backgrounds. To understand that this applies offline and online. To begin to think about my own identity (in this context).	Theme – Being well and unwell Building on prior learning and looking at germs, bacteria and the spread of illness. Looking at medicines alongside household products that could be unsafe. Immunisations where relevant. Looking at the characteristics of a healthy and active lifestyle and starting to link this to mental health.	Theme – Express yourself Shared discussions and active listening to others about what we like, feel good at and find challenging. Sharing with each other (or via third person scenarios) what we find challenging and exploring ways to manage these. Problem solving skills linked to real life scenarios. Starting to explore	Theme – Different families To understand that there are many different families, but all families should be characterised by love and care. That families should feel safe and should help me keep safe. To understand wider families and think about who is special to each of us.	Theme - Bodies To understand physical boundaries. Learning about body parts and their names and how to express when I hurt myself or feel unwell. Seeking support from others when I feel unwell. What secrets mean and when to seek help.

	our community and the wider world.	Understand healthy boundaries with friends and family. Starting to recognise harmful content.		how skills and attitudes might link to our future (inc. jobs).	Keeping myself safe when I am out and about.	
Statutory links	Respectful, kind relationships 6,7	Respectful, kind relationships 2, 5, 9, 10 Online safety and awareness 1 Wellbeing online 4, 8	Health protection and prevention 1, 5, 6 Physical health and fitness 1	General wellbeing 4, 5, 9	Families and people who care. 2,3,4,6 Personal safety 1 Health protection and prevention 2	Being safe 2, 3 Developing bodies 2

Extension

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
PSHE association SEND Framework topics	Self-awareness SA3: Playing and working together SA5: Getting on with others The world I live in WILI4: Taking care of the environment.	Self Care, support and safety SSS4: Keeping safe online. SSS2: Keeping safe Self-awareness SA2: Kind and unkind behaviours	Managing feelings MF1: Identifying and expressing feelings MF2: Managing strong feelings Self-awareness SA1: Things that I'm good at The world I live in WILI2: Jobs people do WILI1: Respecting differences between people	Healthy lifestyles HL1: Healthy eating HL2: Taking care of physical health HL3: Keeping well Managing feelings MF1: Identifying and expressing feelings	Changing and growing CG4: Different types of relationships Managing feelings MF1: Identifying and expressing feelings The world I live in WILI1: Respecting differences between people Self-care support and safety SSS2: Keeping safe	Self-care support and safety SSS3: Trust SSS5: Public and private Changing and growing CG3: Dealing with touch CG2: Changes at puberty
Content	Theme- Community Learning to communicate effectively to achieve a shared goal. Learning about using my voice to assert myself and give ideas but using active listening to hear the contributions and viewpoints of others. Recognising that others have different perspectives.	Theme – Kindness in the world Learning about bullying both offline and offline. Linking to kind and unkind behaviours and the impact our actions can have, including seeking help for oneself and others. Starting to critically evaluate online relationships and the risk of sharing online. Understanding age limits for apps and online platforms.	Theme – Dreams and Ambitions Build on prior learning about skills and what we are good at and how that might link to futures. Hear from aspirational people who have achieved their goals – particularly those who have overcome barriers to do so. Recognise that things don't always go to plan and that failure is part of life at times – look at case studies that include this (people picking themselves back up again with support).	Theme- Daily routines and healthy choices What constitutes a healthy diet and learning about having a healthy relationship with food. Revisiting sleep, relaxation and screen time. How to build physical activity into daily routines (e.g. cycling to school). Knowing about the risks of an inactive lifestyle such as obesity or poor mental health. Starting to look at alcohol and tobacco	Theme – Changing relationships Learning that friendships have their ups and downs. Learning about unhealthy friendships including that they should not make others feel excluded. Learning about loneliness in this context. Learning about jealousy and when friendships change or end and sharing my feelings.	Theme- Changing bodies Continuing to build on prior learning. Learning about body parts and starting to learn the basics of aging. Learning that adult bodies look different to children's bodies. Revisiting body parts and names. Link to exploring range of feelings and emotions as grow.

		Start to look at how search engines filter results. Exploring how algorithms direct you to a narrow content. Looking at blocking users and disabling comments.	Explore our own dreams, not just job based.	in the context of healthy and unhealthy choices.	Learning about staying safe when out and about on own or with others. Evaluating whether people online are genuine friends.	
Statutory links	Respectful, kind relationships 1, 5, 7 General wellbeing 1	Online safety and awareness 1, 2, 3, 4 General wellbeing 7 Wellbeing online 2, 4, 8, 9, 10, 11	General wellbeing 3, 4, 5,	Healthy eating 1, 2, 4 Physical health and fitness 1, 2, 3 Drugs, alcohol, tobacco and vaping	Caring friendships1,2, 3, 5 General wellbeing 1, 6 Wellbeing online 2, 8, 11 Being safe 4, 5	Developing bodies 1, 2 Being safe 2, 3, 7 Physical health and fitness 4

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
PSHE association SEND Framework topics	<u>Self-awareness</u> SA3: Playing and working together. SA5: Getting on with others <u>The world I live in</u> WILI3: Rules and laws WILI4: Taking care of the environment WILI5: Belonging to a community	<u>Self-awareness</u> SA2: Kind and unkind behaviours <u>The world I live in</u> WILI1: Respecting differences between people WILI3: Rules and laws	<u>Self-awareness</u> SA1: Things that I'm good at <u>Managing feelings</u> MF1: Identifying and expressing feelings MF2: Managing strong feelings <u>The world I live in</u> WILI2: Jobs people do	<u>Healthy lifestyles</u> HL2: Taking care of physical health. HL3: Keeping well <u>Self Care, support and safety</u> SSS4: Keeping safe online	<u>Healthy lifestyles</u> HL2: Taking care of physical health. HL3: Keeping well	<u>Self-care support and safety</u> SSS3: Trust <u>Changing and growing</u> CG3: Dealing with touch CG2: Changes at puberty
Content	<u>Theme – Rights and responsibilities</u> Learning about British values including democracy and freedom of speech. Link to school council where possible. Looking at community issues related to school, locally or further afield.	<u>Theme – Stereotypes</u> Learning about stereotypes and how this can lead to unfair behaviour or discrimination (include online). Learning about protected characteristics. Learning about the impact of bullying and the responsibility of bystanders and how to seek help if needed. Looking at vocabulary needed to seek help (and persevere). Hearing stories of others and their experiences.	<u>Theme – Mixed emotions</u> Revisiting emotions and feelings vocabulary already explored. Including worry, loneliness and frustration. Exploring what it means to feel mixed emotions. Re-enforcing that it is normal to feel a range of emotions and link to behaviour – is it appropriate or proportionate? Exploring strategies, we use to cope when overwhelmed. When to seek help for our mental health.	<u>Theme- Keeping healthy</u> Learning to critically evaluate content online as well as relationships and interactions. Exploring age restrictions and why they exist. What are the risks to children? Link to gaming addiction and touch on fraud. Knowing that some online content is harmful and how to seek help. Revisiting keeping personal information safe. Considering own online behaviour and the impact,	<u>Theme – Health and hygiene</u> Looking at the early signs of physical illness. Exploring basic first aid, including head injuries. Learning about drugs, alcohol, tobacco and vaping and the risks. Looking at the misuse of medicines. (Consider contextual risks of cohort) Looking in more detail at the importance of hygiene as students grow older including good oral hygiene.	<u>Theme – puberty</u> Learning about changes that take place in puberty including physical and emotional changes and the menstrual cycle (for all but detailed for female students). Exploring own feelings over changes to bodies.

				including sharing content online. Considering the balance between screen time and other activities.		
Statutory links	Respectful, kind relationships 4, 5, 6, 7, 8	Respectful, kind relationships 9, 10 , 11 Wellbeing Online 2, 4, 11	General wellbeing 3, 4, 5, 9, 10	Online safety and awareness 2, 3, 4, 5, 6 Wellbeing online 3, 6, 7 Health protection and prevention 3	Health protection and prevention 1, Physical health 4 Healthy eating (oral hygiene/poor diet) 4 Drugs, alcohol, tobacco, vaping Basic first aid 1, 2	Developing bodies 1,2, 3 Being safe 2, 3

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
PSHE association SEND Framework topics	<u>Self-awareness</u> SA3: Playing and working together. SA5: Getting on with others <u>Healthy lifestyles</u> HL3: Keeping well <u>The world I live in</u> WILI2: Rules and laws	<u>Self-awareness</u> SA2: Kind and unkind behaviours <u>The world I live in</u> WILI1: Respecting differences between people WILI3: Rules and laws	<u>Self-awareness</u> SA1: Things that I'm good at SA5: Getting on with others <u>Managing feelings</u> MF1: Identifying and expressing feelings MF2: Managing strong feelings <u>The world I live in</u> WILI2: Jobs people do	<u>Self-Care, support and safety</u> SSS3: Trust SSS2: Keeping safe. SSS4: Keeping safe online <u>Healthy lifestyles</u> HL2: Taking care of physical health. HL3: Keeping well <u>The world I live in</u> WILI2: Rules and laws	<u>Healthy lifestyles</u> HL1: Healthy eating HL3: Keeping well <u>Managing feelings</u> MF1: Identifying and expressing feelings <u>Self-Care, support and safety</u> SSS4: Keeping safe online. <u>The world I live in</u> WILI2: Rules and laws WILI5: Belonging to a community	<u>Self-care support and safety</u> SSS4: Keeping safe online <u>Changing and growing</u> CG2: Changes at puberty CG4:Different types of relationships <u>Self-awareness</u> SA2: Kind and unkind behaviours <u>Healthy lifestyles</u> HL3: Keeping well
Content	<u>Theme – Positive Relationships</u> Learning about peer pressure in the context of friendships (inc. online). Revisit blocking users online. Revisit managing conflict and that friendships/ relationships should not make you feel unhappy or excluded. The difference between being assertive and controlling.	<u>Theme – Identity</u> Beginning to explore identity. Looking at identities of a range of people. Links to protected characteristics including LGBTQ, culture, background and many aspects that make up identity. Understand prejudice and discrimination and the impact this can have one oneself. Exploring self-esteem.	<u>Theme -Hopes and fears</u> Looking at futures and revisiting dreams and ambitions. Exploring topic through distanced scenarios of the journey from childhood to adulthood (in context of these students transitioning towards KS3). Explore how dreams and ambitions may have already changed. Look at feelings of hope and disappointed.	<u>Theme - Risk</u> Learning about dangers in the home and outside of it. Recognising peer pressure in relation to drugs etc Learning from the stories of others. Include anti-social behaviour and gangs if contextually appropriate. Knowing that some relationships are harmful or dangerous and we should not	<u>Theme -Mental health</u> Revisiting emotions and looking at mental health and triggers. Exploring grief and loss. Looking at the impact of lifestyle on health including mental health. Include diet and nutrition and look at simple preparation of healthy meals. Explore ways to improve mental health and look at how to seek support for oneself or others.	<u>Theme – Growing up</u> Look at marriage and civil partnerships in the context of families. Continue to explore own identity in terms of self-image, body image. Look at the importance of physical health and mental health and how we feel about ourselves and our bodies change and grow older.

	Recognising when a friendship/relationship is harmful or dangerous. Seeking support and making yourself heard.		Explore what motivation means and how we can take steps to motivate ourselves.	feel pressured to make choices against our will or judgement.		Explore body image in relation to what we see online and in the media. Look at FGM – if not already covered.
Statutory links	Caring friendships 2, 6, 7 Kind, respectful relationships 2, 3, 4, 11 Wellbeing online 1, 4	Families and people who care for me 3 Respectful, kind relationships 1, 8, 10	General wellbeing 1, 2	Being safe 4, 5, 6, 7 Personal safety 1, 2 Drugs, alcohol, tobacco and vaping	Healthy eating 1, 3 General wellbeing 8, 9, 10	Families and people 5 Developing bodies 1, 2, 3 General wellbeing 2 Wellbeing online 1,3,7



Outcomes
First Group