



WINDERMERE SCHOOL

Personal, Social and Health Education Policy including Relationship Education (Elleray) and Relationships and Sex Education (Browhead)

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Reviewed by: SMT

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Staff Responsibility: Deputy Head (Academic)

Introduction

Personal, Social and Health Education (PSHE) including Relationship Education (RE) at Elleray and Relationship and Sex Education (RSE) at Browhead is an integral part of fulfilling our mission and supporting the aims of the school, whilst educating students about their rights and responsibilities both at school and within society as a whole.

The mission statement of Windermere School is that we wish 'To produce confident and compassionate people'. To help us achieve this, we use the acronym GUIDE, where we aim to guide children as they grow so that they are prepared as well as possible for adulthood. This makes reference to global perspectives, using our unique location, developing individual talents, fostering a democratic culture and inspiring our students to excellence. The middle letter of guide is 'i' and at the heart of the aims is the individual.

All members of the Windermere School community have the right to be treated equally and with dignity. Within our school code of conduct it is recognised that each individual has rights and with those rights come responsibilities.

Rights of Windermere School students	Responsibilities of Windermere School students
<ul style="list-style-type: none">• We have the right to learn.• We have the right to participate in the shaping of our community.• We have the right to feel safe and secure in our environment.• We have the right to be individual, without fear of ridicule.	<ul style="list-style-type: none">• We must work hard and to the best of our ability, and allow others to do the same.• We must be contributing members of Windermere School taking full advantage of the opportunities available.• We must care for our environment and respect the belongings of others.• We must be polite and kind to all members of our community and value the opinions of others.

Staff, parents and students are encouraged to use the Windermere Guide terminology which is based on the School aims (GUIDE) and the character traits we wish to encourage.

These words are the backbone of everything we do and give a vocabulary frame to help each student develop a growth mindset and help them meet their potential. They also give staff a vocabulary we can use in common (e.g. in reports or when setting targets) and help to create the transferable skills the students need to be successful as adults. Ultimately, these words should be ones the students start to use naturally when they talk about their lives and their progress.

Responsible	Leader	Respectful of others
Inquisitive	Tenacious	Good listener
Problem solver	Inventive	Creative
Courageous	Independent	Able to fail
Self-aware	Able communicator	Persistent
Reflective	Open minded	Able to cope with criticism
Compassionate	Appreciative of difference	Be inspired by others
Team player	Environmentally aware	Embrace challenges
Hard worker	Polite / well mannered	Modest
Forward-thinking	Determined	Socially aware
Principled	Globally aware	Patient
Loyal	Curious	Kind / caring
Enthusiastic	Honest /Trustworthy	Fair
Thoughtful	Appreciative	Confident
Controlled	Humble	Analytical

Ultimately it is the aim of Windermere School to use the Life Skills programme alongside the wider curriculum to use that each student is effectively prepared for the opportunities, responsibilities and experiences of life in British society.

Definitions – PSHE, RE and RSE

Personal, Social and Health Education (PSHE) is called **Life Skills** at Windermere School (previously called IDEALS) and covers a variety of statutory and non-statutory topics. At the heart of our programme is a desire for students to develop self-control and the ability to self-regulate, helping them build ‘the skill and the will’ (Willfolk, Winne and Perry, 2000) to do this. The Life Skills programme also aims to help students create the balance needed to support them in meeting the ‘5 ways to well-being’:

The 5 Ways to Wellbeing



Life Skills education at Windermere School will focus on:

- Relationships Education (Elleray) and Relationships and Sex Education (Browhead).
- Health Education (including understanding drugs, the importance of mental well-being, physical activity and diet).
- Financial and careers education.
- Self-regulated learning.

Relationship education (RE) at Elleray is defined as understanding the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. We believe that students should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way.

Relationships and sex education (RSE) at Browhead uses the Elleray programme as a foundation, and builds on the topics covered at Elleray in a way that will help students develop a sound understanding of the risks around relationships and sex, and to give them the knowledge and skills necessary to make safe and informed decisions. Throughout the programme the topics covered are age appropriate, and work is completed at the end of Elleray and the end of each Key Stage to assist with transitioning to the next stage of a student's education.

Windermere School's Life Skills programme complies with the Equality Act 2010. Under the provisions of the Equality Act, it is unlawful for a school to discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). As a community we are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled in a manner that fits the school's behaviour policy and that ensures all students and staff respect the various protected characteristics covered by the Equalities Act and understand why this is important. All schemes of work (PSHE and other subjects) are designed to consider and be appropriate for the age and learning abilities of each year group. An understanding of the importance of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that all members of our community treat each other well and go on to become respectful and kind adults / members of society, able to operate within a culture of tolerance and diversity.

Broad Overview of Life Skills at Elleray and Browhead

Year Group	Autumn Term	Spring Term	Summer Term
R	All About Me/What Can Our Bodies Do?	How Do You feel?/Feelings Matter	Where in the World?/We Are All Unique
1	It's My Body/Be Yourself	Teamwork/Money Matters	Living in the Wider World/Britain
2	Relationships/VIPs	Health and Wellbeing	Respecting Rights/One World
3-4	<p>Mindfulness – who are we?</p> <ul style="list-style-type: none"> Looking at character strengths <p>Beliefs – our place in the world</p> <ul style="list-style-type: none"> Learn about diverse communities Extend knowledge of the 6 religions <p>New beginnings and changes</p> <ul style="list-style-type: none"> Learning to deal with change New routines Building self esteem 	<p>Mindfulness – who are we?</p> <ul style="list-style-type: none"> Looking at character strengths <p>Good to be me/going for goals</p> <ul style="list-style-type: none"> Reflect on own strengths Say no to bullying <p>Economic wellbeing:</p> <ul style="list-style-type: none"> Living in the wider world Money management 	<p>Mindfulness – who are we?</p> <ul style="list-style-type: none"> Looking at character strengths <p>Citizenship</p> <ul style="list-style-type: none"> Sharing our planet Respect self and others <p>Relationships</p> <ul style="list-style-type: none"> Getting on and falling out Co-operation and listening skills <p>Learning strategies for tricky situations</p>
5-6	<p>Mindfulness – who are we?</p> <ul style="list-style-type: none"> Looking at character strengths <p>Beliefs – our place in the world</p> <ul style="list-style-type: none"> Learn about diverse communities Extend knowledge of the 6 religions <p>New beginnings and changes</p> <ul style="list-style-type: none"> Learning to deal with change New routines Building self esteem 	<p>Mindfulness – who are we?</p> <ul style="list-style-type: none"> Looking at character strengths <p>Good to be me/going for goals</p> <ul style="list-style-type: none"> Reflect on own strengths Say no to bullying <p>Economic wellbeing:</p> <ul style="list-style-type: none"> Living in the wider world Money management <p>Careers and jobs</p> <ul style="list-style-type: none"> Skills for jobs Skills for life 	<p>Mindfulness – who are we?</p> <ul style="list-style-type: none"> Looking at character strengths <p>Citizenship</p> <ul style="list-style-type: none"> Sharing our planet Respect self and others <p>Relationships</p> <ul style="list-style-type: none"> Co-operation and listening skills Develop strategies for tricky situations <p>SRE</p> <p>Body changes, mood swings and relationships</p>
7	<p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> Importance of sleep and Relaxation Consent and Boundaries What does it mean to be a man in 2020? Managing Friendships & Relationships What Makes a good Friend? Respect and Relationships Being positive + Self Esteem Peer Pressure and Influence <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Introduction to Puberty Puberty - Girls (Periods DOUBLE LESSON) 	<p><u>Celebrating diversity and equality</u></p> <ul style="list-style-type: none"> What is your identity Nature Vs Nurture The Equality Act Breaking Down Stereotypes - Gender / Age Multicultural Britain Prejudice and Discrimination <p><u>Life Beyond School</u></p> <ul style="list-style-type: none"> Careers and your Future 	<p><u>Life Beyond School</u></p> <ul style="list-style-type: none"> Financial Education <p><u>Rights Responsibilities and British Values</u></p> <ul style="list-style-type: none"> Politics + Parliament (Why is politics important?) Politics & Parliament (How is the country run?) Politics & Parliament (Exploring Parliament)

	<ul style="list-style-type: none"> • Puberty - Boys (Wet dreams + Erections) • Puberty - Personal Hygiene • Puberty - Assertiveness, consent & Hormones • Puberty - Self Esteem + Empowerment 		
8	<p><u>Health & Wellbeing</u></p> <ul style="list-style-type: none"> • Health & Wellbeing • Child Abuse (Physical and Emotional and Neglect) • Types of Bullying & Responding to Bullying • What is Mental Health? • Positive Body Image • Healthy Eating and cholesterol • Stress What is it? <p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> • Sexual Orientation • What is Gender Identity? • What is RSE? • Dealing with Conflict? • Healthy Respectful Relationships • What is Love? • Introduction to Contraception • Periods and Menstrual Cycle 	<p><u>Staying safe online and offline</u></p> <ul style="list-style-type: none"> • County Lines - What is it? (Gang Culture) • County Lines - Who is at risk? • Substance Misuse • Grooming (Boys & Girls) • Drugs - Alcohol and Society • Cyber Bullying and online safety • CEOP Lesson <p><u>Celebrating Diversity and Equality</u></p> <ul style="list-style-type: none"> • LGBT + What is it • LGBT + Homophobia in society • Support someone (LGBT focus) • LGBT - Coming out 	<p><u>Rights responsibilities and British Values</u></p> <ul style="list-style-type: none"> • Criminal, Laws and Society • How are laws made in society? • Prison, Reform and Punishment <p><u>Life Beyond School</u></p> <ul style="list-style-type: none"> • What are enterprise Skills? • Proud to be me • Careers interests and Jobs • Boosting Self Esteem • FC -Labour Market Information • FC - Exploring Careers
9	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Bullying in all its forms • Dealing with Grief and Loss (& stages) • Media and Air brushing (unrealistic Body image Expectations) • How Self Esteem Changes • Cancer Prevention + Healthy lifestyles <p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> • FGM and the Law • Y9 Sexual consent & Law • RSE - Pleasure and Masturbation • RSE - Delaying Sexual Activity • RSE - Why have Sex? • RSE - Relationships and partners 	<p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> • What are STI's? (Main Types) • Treating STI's & clinics • Contraception - Fact Hunt / Show & Tell • Contraception - Condom lesson • Contraception Explored • Sexual Harassment & Stalking • HIV and AIDS • HIV - Discrimination and Prejudice <p><u>Staying Safe offline and online</u></p> <ul style="list-style-type: none"> • Introduction to Drugs Education (Lesson 1) • Drugs - Cannabis Products • Drugs and their Classifications 	<p><u>Life Beyond School</u></p> <ul style="list-style-type: none"> • Failure to Success • Social Media and Online Stress FOMO • First Aid - How to Administer CPR (Defibrillators) • Importance of Happiness - Improving Mental Health) • Anger Management • Employment & Financial Management • Importance of saving money <p>Unit to include First Aid taster</p>

		<ul style="list-style-type: none"> • Drugs - Illegal Drugs (Party Drugs) • Drugs Illegal - (Class A and B) • Volatile Substance Abuse • Different Types of Addictions 	
10	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Child Sexual Abuse (CSE) • Screen Time & Safe use of Mobile Phones • Suicide (Thought and Feelings) • Self Harm (Causes and Support available) • Common Types of Mental Ill Health (Anxiety, Stress and Depression) • Promoting Emotional Wellbeing (Exercise and Mental Wellbeing) <p>FIRST AID TRAINING COURSE TO ACHIEVE QUALIFICATION</p> <p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> • FGM • Sexting • Online Pornography (Myths vs Reality) • Domestic Abuse and Domestic Violence • Sexualisation of the media • Unhealthy Relationships, Sexual Assault • Porn and its impact on Society 	<p><u>Staying Safe online and offline</u></p> <ul style="list-style-type: none"> • Honour Based Violence • Forced Marriage + Breast Ironing + Flattening • Online Gambling • Social Media Validation • Keeping your data safe (social Networks) • Causes of Knife Crime • Modern Day Slavery <p><u>Rights Responsibilities and British Values</u></p> <ul style="list-style-type: none"> • Conspiracy & Fake News • Extremism in all its forms • Terrorism (Far Right & Islamist) • What are British Values • The Radicalisation Process • How does Counter Terrorism Work? • Anti- Semitism 	<p><u>Rights Responsibilities and British Values</u></p> <ul style="list-style-type: none"> • Critical thinking & Fake News • LGBT + British Values • What is a cult • Exploring British Values • Human Rights and their Importance • Balancing Human Rights <p><u>Life Beyond School</u></p> <ul style="list-style-type: none"> • Instagram Generation (Its Ok to feel down) • FC - Targeted Advertising - Online • Marriage - What is it? (Forced Marriage) • Consumer Protection & rights • Rights and Responsibilities • Employment Rights • Understanding a Payslip
11	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Physical Health - Cancer (Testicular) • Physical Health - Cancer (Cervical and Breast) • Organ donation and Blood Donation • Teenage Pregnancy – Choices • Abortion (Laws, Moral, Thoughts and Feelings) • RSE Love and Abuse <p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> • Peer on Peer Abuse 	<p><u>Staying Safe offline and online</u></p> <ul style="list-style-type: none"> • Virtual Reality + Live Streaming +Gaming Online • Drugs - Substance Addiction • Drugs - New Psychoactive Substances (Old Legal Highs) • Drugs - Festivals and Nitrous Oxide • Drugs and the War on Drugs • Cosmetic and Aesthetic procedures 	<p><u>Life Beyond School</u></p> <ul style="list-style-type: none"> • Time Management - Technology • LGBT (rights across the World) • Dealing With Exam Stress & Anxiety • Social Media Validation Vs Reality • Writing a Personal Statement • CV Writing <p><u>EXAM PREPARATION TIME</u></p>

	<ul style="list-style-type: none"> • Fertility - what impacts it? • Alcohol, Parties and Bad Choices • Importance of Sexual Health • Revisiting Contraception • Respect Love and Relationships • Revisiting STI's 	<ul style="list-style-type: none"> • Online Reputation and Digital Footprints 	
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RE Subject content - Elleray

The focus at Elleray is on 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.

This starts with students being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of Elleray, students are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at Browhead.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable students to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as students are already using the internet, either for remote education, or as part of prep tasks. Teachers will address online safety and appropriate behaviour in a way that is relevant to students' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of students and their circumstances. Families of many forms provide a nurturing environment for children. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. This is reflected in the Windermere Guide language (see above) which encourages the development and practice of resilience and other attributes, this includes character traits such as helping students to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, students should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable students to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), Elleray will teach students the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At Elleray this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Students should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement our broader Life Skills education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of Year 6 students will have been taught the following:

Families and people who care for me

- 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.
- 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 marriage 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

- 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.

Respectful relationships

- 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.

- 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.
- 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.

Online relationships

- 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.

Being safe

- 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.

RSE Subject Content – Browhead

RSE at Browhead will provide clear progression from what is taught at Elleray in Relationships Education, using the earlier programme as the foundation. As students grow up and at the appropriate time teaching will include intimate relationships but the aim of RSE is to give Browhead students 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 will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help Browhead students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE will teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

Students will be helped to understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As at Elleray, RSE will be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

Students should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it will be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships.

By the end of Year 11 students will have been taught the following:

Families

- 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

- 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.
- 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.

Online and media

- 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.

Being safe

- 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).
- Intimate and sexual relationships, including sexual health
- 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.

Careers Education

Formal Careers education starts in Year 7, and links to our clear focus on individual pathways for each student. This Careers education is focused on helping each student to know their own strengths and weaknesses, and to help them see how their interests can be taken forward into their career. Some aspects of the Careers programme run within the Life Skills programme.

Please see the Careers Guidance Policy (1.2e) for further details.

How is Life Skills (including RE/RSE) taught and who is responsible for teaching it

At Elleray PSHE and RE are taught by the tutor (year group teacher).

At Browhead PSHE and RSE and taught by the teacher i/c of our Life Skills programme and the Academic Deputy Head. Careers is overseen by the teacher i/c of the Careers programme, working alongside the Life Skills staff and the relevant Heads of Section. PE, F+N, Science, Business and RK staff all assist with aspects of the Life Skills programme.

It is the responsibility of all staff to discuss these topics (if and when they come up) in an appropriate manner.

How Life Skills is monitored and evaluated

Life Skills is taught and assessed in the same way as other academic subjects within the curriculum, with students awarded a class and prep effort grade and an attainment grade. There are regular low stakes assessment points and the use of short hinge point tests to ensure that students are developing their knowledge and understanding.

Life Skills will use the same **KISS** structure as Religious Knowledge, so that students are developing:

- ♥ K – **Knowledge**
- ♥ I – an understanding of the **influence** of knowledge on behaviour
- ♥ S – learning to use appropriate / **specialist** language
- ♥ S – knowing where to get appropriate **sources** of information.

Delivery of the Life Skills content will be made accessible to all students, including those with SEND and / or AGT students, through a variety of differentiation strategies, including the use of the Windermere Chilli system, which is where tasks are clarified as core or extension tasks.

A parent's right to request that their child be excused from sex education within the Browhead RSE programme only

The right to be excused from sex education within the RSE programme is commonly referred to as the right to withdraw. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request the Head or another member of the Senior Management Team will discuss the request with the relevant parents and, as appropriate, with the child to ensure that their wishes are understood and to ensure that they are clear on the nature and purpose of the RSE curriculum. This must include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the individual child, such as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although these detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

This process will be documented to ensure a record is kept.

Once those discussions have taken place, except in exceptional circumstances, Windermere School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the individual child wishes to receive sex education rather than be withdrawn (regardless of their parents wishes), we are obliged to make arrangements to provide the child with sex education before the end of Year 11.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Head may want to take a student's specific needs arising from their SEND into account when making this decision. This will be done in consultation with the Head of Learning Support and that student's parents.

The Head of Elleray will automatically grant a request to withdraw a pupil from any sex education delivered at Elleray, other than as part of the science curriculum.

If a student is excused from sex education, Windermere School will ensure that the student receives appropriate and purposeful education during the period of withdrawal.

There is no right to withdraw from broader (non-sex related) Relationships or Life Skills lessons.

This policy has been produced using the Department for Education's statutory guidance on Relationship Education, Relationships and Sex Education and Health Education (published in 2019 issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996) and runs alongside the Windermere School schemes of work for Life Skills at both Elleray and Browhead. It was created in consultation with parents (July 2020) and will be reviewed annually or sooner if government guidance changes.

Compiled and shared with parents	Version 20	July 2020	E Vermeulen and L Cooke
Approved	Version 20.1	25.08.2020	I A Lavender