



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

**Review Date:** September 2022

**Reviewed by:** SMT

**Review Period:** 12 months

**Staff Responsibility:** Head of Life Skills / Deputy Head (Academic)

**Introduction**

**Personal, Social and Health Education (PSHE) including Relationship Education (RE) at Elleray and Relationship and Sex Education (RSHE) 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"> <li>• We have the right to learn.</li> <li>• We have the right to participate in the shaping of our community.</li> <li>• We have the right to feel safe and secure in our environment.</li> <li>• We have the right to be individual, without fear of ridicule.</li> </ul> | <ul style="list-style-type: none"> <li>• We must work hard and to the best of our ability, and allow others to do the same.</li> <li>• We must be contributing members of Windermere School taking full advantage of the opportunities available.</li> <li>• We must care for our environment and respect the belongings of others.</li> <li>• We must be polite and kind to all members of our community and value the opinions of others.</li> </ul> |

Ultimately it is the aim of Windermere School to use the Life Skills programme alongside the wider curriculum (e.g. tutoring, whole school and year group assemblies, growth mindset days, etc) so that each student is effectively prepared for the opportunities, responsibilities and experiences of life in British society. The Life Skills programme was updated in June 2020 and has been running in its current form from September 2020, with updates occurring in September 2021.

## Definitions – PSHE, RE and RSHE

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.
- Religious Studies.

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 (RSHE) 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/RE/RSHE 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. A key emphasis in all lessons is the importance of respect for ourselves and for others.

Some of the key steps taken at Windermere School in terms of RE/RSHE include:

- Dedicated curriculum time via Life Skills lessons.
- Additional support via the tutorial system, whole school and year group assemblies, and wider system of enrichment (e.g. growth mindset days).
- Active use of pupil surveys (normally at least twice a year for broad sweep surveys with additional topic specific surveys used regularly).
- Use of Citizens Assemblies to engage more directly with pupils.
- An ethos and environment that promotes diversity and respect through our own school aims, and our use of the Round Square and the IB profiles.
- Targeted support for pupils via the tutoring system and access for pupils to the Wellness Centre.

### **Broad Overview of Life Skills at Elleray and Browhead**

Detailed lesson plans, PowerPoints, assessments (etc) are all held on the Life Skills team. Training is held for staff, with regular meetings (at least once every half term) to look at good practice and to amend / evaluate what we are doing.

At Elleray the minimum standalone teaching is 2 periods per cycle. This excludes the PSHE integrated into the curriculum in other areas as well as Assemblies and Form Times. Content is based on EC Primary as well as Twinkl overview for KS1 and modified to make it school specific.

At Browhead (Key Stage 3 and 4) the minimum standalone teaching is 2 periods per cycle (Year 7), with most classes (Years 8-11) receiving 3 periods a cycle. As with Elleray, this excludes the PSHE integrated into the curriculum in other areas as well as Reflections, 'one off' specific talks and Tutor times. Content is based on Creative Curriculum materials and modified to make it school specific.

In the Sixth Form, RSHE and Life Skills are taught via:

- A 3-day Year 12 Induction programme.
- Dedicated time during the Wednesday afternoon CAS time slot.
- During Tutor time, Reflections and Sixth Form assemblies.
- During boarding house contact time (specifically for out of age students)
- One off talks by outside agencies.
- A 5-day Next Steps programme at the end of year 13.

### **EYFS (Pre School and Reception)**

*Level expected at the end of EYFS (Early Learning Goals – ELGs)*

#### **Personal, Social and Emotional Development**

**ELG: Self-Regulation Children at the expected level of development will:**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self Children at the expected level of development will:**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Building Relationships Children at the expected level of development will:**

- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

**Understanding the World**

**ELG: Past and Present Children at the expected level of development will:**

- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities Children at the expected level of development will: -**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The early years goals are prerequisite skills for PSHE in KS1.

| Year Group | Autumn Term   | Spring Term   | Summer Term   |
|------------|---|---|---|
| 1          | <p><b>TEAM (Relationships)</b> Together everyone achieves more, Listening, Being Kind, bullying and Teasing, Brilliant Brains, Making Good Choices.</p> <p>Strands:<br/>Relationships<br/>Health and Wellbeing<br/>Living in the Wider World</p> <p><b>Think Positive (Health and Wellbeing)</b><br/>Think Happy Feel Happy, It's Your Choice, Go Getters, Let it Out, Be Thankful, Be Mindful.</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living on the Wider World</p>                   | <p><b>Diverse Britain (Living in the Wider World)</b><br/>My School, My Community, My Neighbourhood, My Country, British People, What Makes Me Proud of Britain?</p> <p>Strands:<br/>Relationship ( Health and Wellbeing<br/>Living on the Wider World</p> <p><b>Be Yourself (Relationships)</b><br/>Marvellous Me, Feelings, Things I Like, Uncomfortable Feelings, Changes, Speak Up!</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living on the Wider World</p>       | <p><b>It's My Body (Health and Wellbeing)</b><br/>My Body My Business, Active and Asleep, Happy Healthy Food, Clean as a Whistle, Can I Eat, I Can Choose.</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living on the Wider World</p> <p><b>Aiming High (Living in the Wider World)</b><br/>Star Qualities, Positive Learners, Bright Futures, Jobs for All, Going for Goals, Looking Forward.</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living on the Wider World</p> |
| 2          | <p><b>VIPs (Relationships)</b><br/>Who Are Your VIPs, Families, Friends, Falling Out, Working Together, Showing You Care.</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living in the Wider World</p> <p><b>Safety First (Health and Wellbeing)</b><br/>Keeping Safe, Staying Safe at Home, Staying Safe Outside, Staying Safe Around Strangers, Safe Secrets and Surprises, People Who Can Help.</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living on the Wider World</p> | <p><b>One World (Living in the Wider World)</b><br/>Families, Homes, Schools, Environments, Resources, Planet Protectors</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living on the Wider World</p> <p><b>Digital Wellbeing (Relationships)</b><br/>The Internet and Me, Online and Offline, Staying Safe Online, Personal Information, Communicating Online, True or False.</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living on the Wider World</p> | <p><b>Money Matters (Living in the Wider World)</b><br/>Money, Where Money Comes From, Look After It, Save or Spend, Want or Need, Going Shopping.</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living on the Wider World</p> <p><b>Growing Up (Health and Wellbeing)</b><br/>Our Bodies, Is It Ok, Pink and Blue, Your Family My Family, Getting Older, Changes.</p> <p>Strands:<br/>Relationship<br/>Health and Wellbeing<br/>Living on the Wider World</p>                              |

|   |  |  |  |
|---|--|--|--|
| 3 | <p><b>Health and Wellbeing</b><br/> Feelings and Me<br/> Resilience and Self Esteem<br/> Exercise and Wellbeing<br/> Personal Identity<br/> Strengths and Interests<br/> <b>Relationships Education</b><br/> Role Models<br/> Manners and Politeness<br/> Family and Me<br/> People Who Care for Me<br/> Caring for Others</p>   | <p><b>Living in the Wider World</b><br/> Jobs and Sectors<br/> Careers and Skills<br/> Targets and Goals<br/> Career Routes and Qualifications<br/> Stereotypes and Women in STEM<br/> <b>Health and Wellbeing</b><br/> Personal Safety and Risk<br/> Fire Safety<br/> Healthy Eating<br/> What is a Habit<br/> Healthy Choices</p>  | <p><b>Relationship Education</b><br/> Seeking Permissions<br/> Privacy and Boundaries<br/> Friendship and Boundaries<br/> Respectful Behaviour<br/> Bullying and Hurtful Behaviour<br/> <b>Living in the Wider World</b><br/> Rules and Laws<br/> Rights and Responsibilities<br/> E-Safety<br/> Age-Appropriate Content<br/> Why is the News Important?</p> |
| 4 | <p><b>Living in the Wider World</b><br/> Value for Money<br/> Responsible Spending<br/> Keeping Track of Money<br/> Gambling and Risk<br/> What is Advertising<br/> <b>Health and Wellbeing</b><br/> Allergies<br/> Germs and Illness<br/> Vaccinations<br/> Drugs and Medicines<br/> Habits and Addiction</p>   | <p><b>Relationships Education</b><br/> Communicating Online<br/> Cyberbullying<br/> Harmful Content and Contact<br/> Secrets<br/> <b>Living in the Wider World</b><br/> Fake Images<br/> Digital Footprint<br/> Diverse Communities<br/> Racism<br/> Prejudice and Discrimination</p>  | <p><b>Health and Wellbeing</b><br/> Staying Healthy<br/> Growing Up – Girls<br/> Growing Up – Boys<br/> Changing Emotions<br/> Personal Hygiene<br/> <b>Relationships and Education</b><br/> Committed Relationships<br/> Honesty and Trust<br/> Positive Friendships<br/> Dares, Risk and Challenges<br/> Respecting Difference</p>                         |
| 5 | <p><b>Living in the Wider World</b><br/> Internet and Screen Time<br/> Age Restrictions<br/> Careers and Stereotypes<br/> Fake News<br/> Fireworks and Bonfires<br/> <b>Health and Wellbeing</b><br/> Understanding Emotions<br/> Feelings Emotions and Vocabulary<br/> Mental Health and Signs of Illness<br/> Physical Health and Signs of Illness<br/> FGM Introduction</p>       | <p><b>Relationships Education</b><br/> Helping Out with Babies<br/> Gender Identity &amp; LGBTQ+ Introduction<br/> Self Esteem and Self Worth<br/> Online Behaviour and Risks<br/> Stranger Danger<br/> <b>Living in the Wider World</b><br/> Success and Achievement<br/> Independence and Responsibility<br/> Courtesy and Manners<br/> Change, Grief, Loss<br/> The Environment and Climate Change</p>                | <p><b>Health and Wellbeing</b><br/> Healthy Habits<br/> Sleep Hygiene<br/> Sun Safety<br/> Medicines and Household Safety<br/> First Aid<br/> <b>Relationships Education</b><br/> Behaviour and Respect<br/> Friendships and Feeling Left Out<br/> Friendships<br/> Peer Pressure<br/> Loving, Stable Families</p>   |
| 6 | <p><b>Health and Wellbeing</b><br/> Healthy Living Introduction<br/> Living a Healthy Active Life<br/> Dental Hygiene<br/> Germs, Bacteria and Viruses<br/> <b>Relationships Education</b><br/> Positive Relationships<br/> Introduction<br/> Disagreeing Respectfully<br/> Family, Marriage and Civil Partnerships<br/> Love and Abuse<br/> Online Relationships: Online Gaming</p> | <p><b>Living in the Wider World</b><br/> Asking for Help and Advice<br/> My Identity and My Community<br/> Diversity and Celebrating Difference<br/> Social Media<br/> Online Privacy and My Data<br/> <b>Health and Wellbeing 2</b><br/> Mental Health Introduction<br/> Body Image Introduction<br/> Girls' Puberty<br/> Boys' Puberty<br/> Hormones and Emotions<br/> What is Alcohol?<br/> Introduction to Drugs</p> | <p><b>Relationships Education 2</b><br/> Bullying Introduction<br/> Bullying or Teasing<br/> Consent<br/> Attraction and Crushes<br/> Human Reproduction – Sex<br/> <b>Living in the Wider World 2</b><br/> What is Money and How Did It Evolve?<br/> Different Attitudes about Money<br/> Keeping Safe<br/> New Schools &amp; Classes: Transitions</p>      |

| Year Group     | Autumn Term  | Spring Term   | Summer Term  |
|----------------|--|---|--|
| 7              | <p><b><u>Rights Responsibilities and British Values</u></b></p> <ul style="list-style-type: none"> <li>Politics + Parliament (Why is politics important?)</li> <li>Politics &amp; Parliament (How is the country run?)</li> <li>Politics &amp; Parliament (Exploring Parliament)</li> </ul> <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>Importance of sleep and Relaxation</li> <li>Consent and Boundaries</li> <li>What does it mean to be a man in 2020?</li> <li>Managing Friendships &amp; Relationships</li> <li>What Makes a good Friend?</li> <li>Respect and Relationships</li> <li>Being positive + Self Esteem</li> <li>Peer Pressure and Influence</li> </ul> | <p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Introduction to Puberty</li> <li>Puberty - Girls (Periods DOUBLE LESSON)</li> <li>Puberty - Boys (Wet dreams + Erections)</li> <li>Puberty - Personal Hygiene</li> <li>Puberty - Assertiveness, consent &amp; Hormones</li> <li>Puberty - Self Esteem + Empowerment</li> </ul> <p><b><u>Celebrating diversity and equality</u></b></p> <ul style="list-style-type: none"> <li>What is your identity</li> <li>Nature Vs Nurture</li> <li>The Equality Act</li> <li>Breaking Down Stereotypes - Gender / Age</li> <li>Multicultural Britain</li> <li>Prejudice and Discrimination</li> </ul> <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>Careers and your Future</li> </ul> | <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>Financial Education</li> </ul> <p><b><u>First Aid</u></b></p> <ul style="list-style-type: none"> <li>Basic first aid, CPR, minor injuries and recovery position.</li> </ul> |
| Linked Reading | <p>Going Up!: The No-worries Guide to Secondary School Paperback by Jenny Alexander</p> <p>The Friendship Maze: How to Help Your Child Navigate Their Way to Positive and Happier Friendships by Tanith Carey</p>  | <p>Puberty, Periods and all that stuff! GIRLS ONLY!: How Will I Change? by Katrina Kahler</p> <p>What's Happening to Me?: Boy (Facts Of Life) by Alex Frith</p>   | <p>A Children's Book of First Aid: Including the Official Junior Paramedic Test and Official Junior Paramedic Card by Lance Hodge</p>  |

|   |   |   |   |
|---|---|---|---|
| 8 | <p><b><u>Rights responsibilities and British Values</u></b></p> <ul style="list-style-type: none"> <li>Criminal, Laws and Society</li> <li>How are laws made in society?</li> <li>Prison, Reform and Punishment</li> </ul> <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>Sexual Orientation</li> <li>What is Gender Identity?</li> <li>What is RSE?</li> <li>Dealing with Conflict?</li> <li>Healthy Respectful Relationships</li> <li>What is Love?</li> <li>Introduction to Contraception</li> <li>Periods and Menstrual Cycle</li> </ul> | <p><b><u>Health &amp; Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Health &amp; Wellbeing</li> <li>Child Abuse (Physical and Emotional and Neglect)</li> <li>Types of Bullying &amp; Responding to Bullying</li> <li>What is Mental Health?</li> <li>Positive Body Image</li> <li>Healthy Eating and cholesterol</li> <li>Stress What is it?</li> </ul> <p><b><u>Celebrating Diversity and Equality</u></b></p> <ul style="list-style-type: none"> <li>LGBT + What is it</li> <li>LGBT + Homophobia in society</li> </ul> | <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>What are enterprise Skills?</li> <li>Proud to be me</li> <li>Careers interests and Jobs</li> <li>Boosting Self Esteem</li> <li>FC -Labour Market Information</li> <li>FC - Exploring Careers</li> </ul> <p><b><u>First Aid</u></b></p> <ul style="list-style-type: none"> <li>Basic first aid, CPR, minor injuries and recovery position, allergies and asthma.</li> </ul> |
|---|---|---|---|

|                |  |   |   |
|----------------|--|---|---|
|                |  | <ul style="list-style-type: none"> <li>• Support someone (LGBT focus)</li> <li>• LGBT - Coming out</li> </ul> <p><b><u>Staying safe online and offline</u></b></p> <ul style="list-style-type: none"> <li>• County Lines - What is it? (Gang Culture)</li> <li>• County Lines - Who is at risk?</li> <li>• Substance Misuse</li> <li>• Grooming (Boys &amp; Girls)</li> <li>• Drugs - Alcohol and Society</li> <li>• Cyber Bullying and online safety</li> <li>• CEOP Lesson</li> </ul> |   |
| Linked reading | <a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</a>  | <p>Body Brilliant: A Teenage Guide to a Positive Body Image<br/>by Nicola Morgan</p> <p>Smoking, drugs and alcohol (Healthy for Life) Paperback – 9 Aug 2018<br/>by Anna Claybourne</p>   | You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything<br>by Matthew Syed and Toby Triumph |
| RK             | Students in Year 8 also study Religious Studies, with a focus on an introduction to World Religions, Belief and Philosophy and Tradition. This includes work on religious festivals, Christianity, Sikhism, belief v fact pilgrimages, places of worship, religious leaders and situations where beliefs may cause conflict. |   |   |

|   |  |   |   |
|---|--|---|---|
| 9 | <p><b><u>Health and wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Bullying in all its forms</li> <li>• Dealing with Grief and Loss (&amp; stages)</li> <li>• Media and Air brushing (unrealistic Body image Expectations)</li> <li>• How Self Esteem Changes</li> <li>• Cancer Prevention + Healthy lifestyles</li> </ul> <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>• FGM and the Law</li> <li>• Y9 Sexual consent &amp; Law</li> <li>• RSE - Pleasure and Masturbation</li> <li>• RSE - Delaying Sexual Activity</li> <li>• RSE - Why have Sex?</li> <li>• RSE - Relationships and partners</li> </ul> | <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>• What are STI's? (Main Types)</li> <li>• Treating STI's &amp; clinics</li> <li>• Contraception - Fact Hunt / Show &amp; Tell</li> <li>• Contraception - Condom lesson</li> <li>• Contraception Explored</li> <li>• Sexual Harassment &amp; Stalking</li> <li>• HIV and AIDS</li> <li>• HIV - Discrimination and Prejudice</li> </ul> <p><b><u>Staying Safe offline and online</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Drugs Education (Lesson 1)</li> <li>• Drugs - Cannabis Products</li> <li>• Drugs and their Classifications</li> <li>• Drugs - Illegal Drugs (Party Drugs)</li> <li>• Drugs Illegal - (Class A and B)</li> <li>• Volatile Substance Abuse</li> </ul> | <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>• Failure to Success</li> <li>• Social Media and Online Stress FOMO</li> <li>• First Aid - How to Administer CPR (Defibrillators)</li> <li>• Importance of Happiness - Improving Mental Health)</li> <li>• Anger Management</li> <li>• Employment &amp; Financial Management</li> <li>• Importance of saving money</li> </ul> <p><b><u>First Aid</u></b><br/>Basic first aid, CPR, minor injuries and recovery position, allergies and asthma. Using defibrillators, choking</p> |
|---|--|---|---|

|                |   |   |  |
|----------------|---|---|--|
|                |   | <ul style="list-style-type: none"> <li>Different Types of Addictions</li> </ul>                       |  |
| Linked Reading | Sex and relationships (Healthy for Life) Anna Claybourne  | <p>Staying Safe Online by Louie Stowell</p> <p>The Teenage Guide to Life Online<br/>Nicola Morgan</p> | A Children's Book of First Aid: Including the Official Junior Paramedic Test and Official Junior Paramedic Card by Lance Hodge |
| RK             | Students in Year 9 also continue to study Religious Studies, with a look at Islam, Judaism and Buddhism, as well as alternative ideas such as Atheism and Humanism. Ethical ideas relating to human rights, the death penalty, euthanasia and abortion are also considered. |   |  |

|                |  |  |   |
|----------------|--|--|---|
| 10             | <p><b><u>Rights Responsibilities and British Values</u></b></p> <ul style="list-style-type: none"> <li>Conspiracy &amp; Fake News</li> <li>Extremism in all its forms</li> <li>Terrorism (Far Right &amp; Islamist)</li> <li>What are British Values</li> <li>The Radicalisation Process</li> <li>How does Counter Terrorism Work?</li> <li>Anti- Semitism</li> </ul> <p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Child Sexual Abuse (CSE)</li> <li>Screen Time &amp; Safe use of Mobile Phones</li> <li>Suicide (Thought and Feelings)</li> <li>Self Harm (Causes and Support available)</li> <li>Common Types of Mental Ill Health (Anxiety, Stress and Depression)</li> <li>Promoting Emotional Wellbeing (Exercise and Mental Wellbeing)</li> </ul> | <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>FGM</li> <li>Sexting</li> <li>Online Pornography (Myths vs Reality)</li> <li>Domestic Abuse and Domestic Violence</li> <li>Sexualisation of the media</li> <li>Unhealthy Relationships, Sexual Assault</li> <li>Porn and its impact on Society</li> </ul> <p><b><u>Staying Safe online and offline</u></b></p> <ul style="list-style-type: none"> <li>Honour Based Violence</li> <li>Forced Marriage + Breast Ironing + Flattening</li> <li>Online Gambling</li> <li>Social Media Validation</li> <li>Keeping your data safe (social Networks)</li> <li>Causes of Knife Crime</li> <li>Modern Day Slavery</li> </ul> | <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>Instagram Generation (Its Ok to feel down)</li> <li>FC - Targeted Advertising - Online</li> <li>Marriage - What is it? (Forced Marriage)</li> <li>Consumer Protection &amp; rights</li> <li>Rights and Responsibilities</li> <li>Employment Rights</li> <li>Understanding a Payslip</li> </ul> <p><b><u>First Aid</u></b></p> <p>Basic first aid, CPR, minor injuries and recovery position, allergies and asthma, using defibrillators choking. Working towards inhouse qualification</p> |
| Linked Reading | Self-esteem and Mental Health (Healthy for Life) Anna Claybourne   | Talk About: Gangs and Knife Crime by Sarah Levete  | A Children's Book of First Aid: Including the Official Junior Paramedic Test and Official Junior Paramedic Card by Lance Hodge  |
| 11             | <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>Peer on Peer Abuse</li> </ul>  | <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>Time Management - Technology</li> </ul>   | <b><u>EXAM PREPARATION TIME</u></b>   |



|                |  |   |  |
|----------------|--|---|--|
|                | <ul style="list-style-type: none"> <li>Fertility - what impacts it?</li> <li>Alcohol, Parties and Bad Choices</li> <li>Importance of Sexual Health</li> <li>Revisiting Contraception</li> <li>Respect Love and Relationships</li> <li>Revisiting STI's</li> </ul> <p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Physical Health - Cancer (Testicular)</li> <li>Physical Health - Cancer (Cervical and Breast)</li> <li>Organ donation and Blood Donation</li> <li>Teenage Pregnancy – Choices</li> <li>Abortion (Laws, Moral, Thoughts and Feelings)</li> <li>RSE Love and Abuse</li> </ul> | <ul style="list-style-type: none"> <li>LGBT (rights across the World)</li> <li>Dealing With Exam Stress &amp; Anxiety</li> <li>Social Media Validation Vs Reality</li> <li>Writing a Personal Statement</li> <li>CV Writing</li> </ul> <p><b><u>Staying Safe offline and online</u></b></p> <ul style="list-style-type: none"> <li>Virtual Reality + Live Streaming +Gaming Online</li> <li>Drugs - Substance Addiction</li> <li>Drugs - New Psychoactive Substances (Old Legal Highs)</li> <li>Drugs - Festivals and Nitrous Oxide</li> <li>Drugs and the War on Drugs</li> <li>Cosmetic and Aesthetic procedures</li> <li>Online Reputation and Digital Footprints</li> </ul> |  |
| Linked Reading | It Happened to me: Teenage Pregnancy S Hayman  | <a href="https://www.tes.com/teaching-resource/simple-cv-curriculum-vitae-template-for-secondary-school-students-11069220">https://www.tes.com/teaching-resource/simple-cv-curriculum-vitae-template-for-secondary-school-students-11069220</a><br><br>Smoking, drugs and alcohol (Healthy for Life)_by Anna Claybourne<br><br><a href="https://www.studentladder.co.uk/work-experience/">https://www.studentladder.co.uk/work-experience/</a>  | <a href="http://Studentminds.org.uk/Examstress.html">Studentminds.org.uk/Examstress.html</a> |

### **Sixth Form Provision**

The highlighted (yellow) sections show the sections which are being taught to both Year 12 and 13 this year (2021-22), but where they will be taught going forward (September 2022 onwards).

|    |  |   |   |
|----|--|---|---|
| 12 | <p><b><u>Induction</u></b></p> <ul style="list-style-type: none"> <li>Safeguarding training – and being a mentor</li> <li>A review of what all new students understand in terms of the key areas of RSHE e.g. consent, age appropriate behaviour, etc.</li> <li>Zero tolerance rules around sexual / racial (etc) harassment of any form</li> <li>Peer on peer abuse</li> </ul> <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>Consent</li> </ul> | <p><b><u>First Aid</u></b></p> <ul style="list-style-type: none"> <li>Basic first aid, CPR, minor injuries and recovery position, allergies and asthma,</li> <li>using defibrillators</li> <li>choking.</li> </ul> <p><b><u>Rights Responsibilities and British Values / Being a role model within school</u></b></p> <ul style="list-style-type: none"> <li>LGBT (rights across the World)</li> </ul> <p><b><u>Staying Safe online and offline</u></b></p> <ul style="list-style-type: none"> <li>Online Reputation and Digital Footprints</li> <li>Online Gambling</li> </ul> | <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>CV Writing</li> <li>UCAS process – writing a personal statement</li> <li>Academic Honesty &amp; Referencing Skills</li> <li>Careers – post Windermere choices</li> <li>Work experience</li> </ul> <p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Child Sexual Abuse (CSE)</li> <li>Screen Time &amp; Safe use of the Internet</li> <li>Common Types of Mental Ill Health (Anxiety, Stress and Depression)</li> </ul> |
|----|--|---|---|

|    |   |  |   |
|----|---|--|---|
|    | <ul style="list-style-type: none"> <li>• Sexting and nude photos</li> <li>• Porn and its impact on Society</li> <li>• Online Pornography – its impact on issues around misogyny and consent</li> <li>• Sexualisation of the media</li> <li>• Unhealthy Relationships, Banter, Sexual Assault – Me Too and Everyone’s Invited</li> </ul> <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>• Careers sessions</li> <li>• Study Skills/ Time Management</li> <li>• Academic Honesty</li> </ul> <p><b><u>Rights Responsibilities and British Values / Being a role model within school</u></b></p> <ul style="list-style-type: none"> <li>• What are British Values</li> <li>• Rights v responsibilities – school and wider life</li> <li>• Anti- Semitism, Racism, Sexism – including Black Lives Matter. What does discrimination look like, and how to manage situations where these are concerns.</li> </ul> <p><b><u>Staying Safe offline and online</u></b></p> <ul style="list-style-type: none"> <li>• Drugs awareness</li> </ul> | <ul style="list-style-type: none"> <li>• Social Media Validation</li> <li>• Keeping your data safe (social Networks)</li> </ul> <p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Cancer - testicular &amp; cervical</li> </ul>   | <ul style="list-style-type: none"> <li>• Promoting Emotional Wellbeing (Exercise and Mental Wellbeing)</li> </ul> <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>• Social Media Validation Vs Reality</li> </ul> <p><b><u>Staying Safe online and offline</u></b></p> <ul style="list-style-type: none"> <li>• Driving awareness</li> </ul>   |
| 13 | <p><b><u>Life Beyond School</u></b></p> <ul style="list-style-type: none"> <li>• Revision Skills / Time Management</li> <li>• Dealing With Exam Stress &amp; Anxiety</li> </ul> <p><b><u>Re-Visits</u></b></p> <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Sexting and nude photos</li> <li>• Sexualisation of the media</li> <li>• Unhealthy Relationships, Banter, Sexual Assault – Me Too and Everyone’s Invited</li> <li>• Zero tolerance rules around sexual / racial (etc) harassment of any form</li> <li>• Peer on peer abuse</li> </ul>   | <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>• Peer on Peer Abuse revisited</li> <li>• Alcohol, Parties and Bad Choices</li> <li>• Importance of Sexual Health</li> <li>• Revisiting Contraception</li> <li>• Respect Love and Relationships</li> <li>• Revisiting STI's</li> </ul> <p><b><u>Staying Safe offline and online</u></b></p> <ul style="list-style-type: none"> <li>• Social Media Validation v reality</li> <li>• Drugs - Substance Addiction</li> <li>• Drugs - New Psychoactive Substances (Old Legal Highs)</li> <li>• Drugs - Festivals and Nitrous Oxide</li> <li>• Drugs and the War on Drugs</li> </ul> | <p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Teenage Pregnancy – Choices</li> <li>• Abortion (Laws, Moral, Thoughts and Feelings)</li> </ul> <p><b>EXAM PREPARATION TIME</b></p> <p><b>Year 13 Next Steps Enrichment week</b></p> <ul style="list-style-type: none"> <li>• First aid for the future including alcohol and drug first aid</li> <li>• Social Media Validation Vs Reality</li> <li>• Cooking for university</li> <li>• Car maintenance</li> <li>• Life Coaching</li> <li>• Wine tasting</li> <li>• Bush craft skills</li> <li>• Growth Mindset activities</li> </ul> |

|   |  |  |  |
|---|--|--|--|
|   | <p><b><u>Rights Responsibilities and British Values / Being a role model within school</u></b></p> <p>Anti- Semitism, Racism, Sexism – including Black Lives Matter. What does discrimination look like, and how to manage situations where these are</p>  |  |  |
| <p>Out of year group / older students</p> | <p>ANNUALLY</p> <p><b><u>Out of age topics</u></b><br/> Relationships at school (e.g. with peers and staff)<br/> Issues relating to consent<br/> Additional safeguarding training relating to being older than other pupils.<br/> Additional training relating to being 18 whilst also following the school rules.</p> |  |  |

### Relationships Education 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.

## **Relationships and Sex Education Subject Content – Browhead Years 7-13**

RSHE at Browhead will provide clear progression from what is taught at Elleray in Relationships Education, using the earlier programme as the foundation. However, not all students at Browhead will have had the same route into Year 7 (or older year groups) and pupils from overseas joining us later in the programme will of course often have views on RSHE provision that have been informed by their earlier educational experiences or by their own cultures. This is considered when new pupils join the school. We also ensure that students who are 'out of age' (for example, older than peers) are supported, for example through additional Life Skills sessions aimed directly at their needs.

As students grow up and at the appropriate time teaching will include intimate relationships but the aim of RSHE 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 RSHE 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 RSHE 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, RSHE 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 13 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 (2e) for further details.*

## **How is Life Skills (including RE/RSHE) 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 RSHE are taught by the teacher i/c of our Life Skills programme and a team of staff who are comfortable discussing these topics, e.g. Heads of Section and, where relevant, tutors. 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, ToK / PPS and RK staff all assist with aspects of the Life Skills programme.

Where relevant we have visiting speakers e.g. PSCO to discuss specific issues. Our tutoring system allows for small group discussions of some topics, where pupils often feel happier to talk about things that our worrying them, or to carry forward more general discussions that have come out of Life Skills lessons.

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 in the same way as other academic subjects within the curriculum, with students awarded a class effort grade within each reporting cycle. Progress and topic confidence is assessed at the end of each topic through a combination of confidence checkers and low stakes assessments (to ensure understanding).

Delivery of the Life Skills content will be made accessible to all students, including those with SEND and / or EAL or AGT students, through a variety of differentiation strategies. Where appropriate the Learning support team assist with this through both in-class support and additional one-to-one sessions.

The initial policy and subject content were shared with parents in June 2020 for consultation. During the academic year 2021-2022 a Citizens Assembly at Browhead will review provision of Life Skills and RSHE to allow for greater pupil voice in what is covered. Previous pupil surveys (June 2021 and October 2020) have already been used to evaluate the programme.

RE/RSHE teaching does not just take place within Life Skills lessons and the annual RSHE audit highlights where it is taught within the wider curriculum, e.g. through novels in English, relationships education within the GCSE Religious Studies classes for year 9 or through some aspects of sex education within Biology.

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

The right to be excused from sex education within the RSHE 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 RSHE.

Before granting any such request the Head or another member of the Senior Leadership 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 RSHE 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. Sex Education continues into the Sixth Form.

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.*

**This schedule of updates and approval is statutory and must be retained within the policy.**

|                                  |              |              |                         |
|----------------------------------|--------------|--------------|-------------------------|
| Compiled and shared with parents | Version 20   | July 2020    | E Vermeulen and L Cooke |
| Approved                         | Version 20.1 | 25.08.2020   | I A Lavender            |
| Amended                          | Version 21.1 | July 2021    | E Vermeulen and L Cooke |
| Approved                         | Version 21.1 | August 2021  | P Hogan                 |
| Amended                          | Version 21.2 | October 2021 | E Vermeulen             |