



CUNDALL MANOR SCHOOL

# PSHE and RSE Policy 2023

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## Mission statement

Cundall Manor School recognizes its responsibility in promoting pupils’ Spiritual, Moral, Social and Cultural (SMSC) development. The Personal, Social, Health and Economic (PSHE) education programme and the Relationships Education (RE) programme in primary school and Relationships and Sex Education (RSE) programme in secondary school form an integral part of how the School meets this responsibility.

The PSHE education and the RE/RSE programmes contribute to the work of other areas of the school in enabling pupils to develop their self-knowledge, self-esteem and self- confidence; in enabling them to distinguish right from wrong and to respect the law; in encouraging them to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life; in enabling them to acquire a broad general knowledge and respect for public institutions and services in England; in assisting them in acquiring an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions; and in encouraging respect for other people as well as democracy and support for participation in the democratic processes.

The school also actively promotes fundamental British values by enabling pupils to understand and accept that citizens can influence decision-making through the democratic process; that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence; that the freedom to choose and hold other faiths and beliefs is protected in law; that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and that it is important to identify and combat discrimination.

## **Statement of intention**

The below aims are consistent with, and so reinforce, the ethos and general aims of the School and the protected characteristics named under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation).

Personal, social, health and economic education (referred to as 'PSHE') forms a valuable part of the pastoral system which does not merely support the academic curriculum but has its own educative purpose.

We will endeavour to provide a curriculum that is broadly based, balanced and meets the needs of all pupils by:

- *promoting the spiritual, moral, cultural, mental and physical development of pupils at the school*
- *preparing pupils at the school for the opportunities, responsibilities and experiences of later life.*
- *promoting children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)*
- *promoting community cohesion (Education and Inspections Act 2006; Education Act 2002)*
- *promoting good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity (Character Education Framework Guidance, 2019)*

## **Definition of RE and RSE**

Although the Government made Relationships Education and Relationships and Sex Education compulsory in all primary and secondary school respectively as of September 2020, Cundall Manor School was already fulfilling the requirement as part of its PSHE education programme for many years.

The focus of RE in primary school should be 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 includes online relationships and being safe both online and offline.

In secondary school, the aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships, both offline and online and how to remain safe.

## **Definition of PSHE education**

PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future

As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHE education prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

## **Right to be excused from sex education (commonly referred to as the right to withdraw)**

Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn,

the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

If a parent wishes to exert this right, a meeting should take place with the child's form tutor and / or Assistant Head, the PSHE coordinator and the Head Teacher to discuss the request and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Our policy is reviewed annually we are ask for any parental views specifically regarding the Relationship and Sex Education aspect by contacting Mrs Stovin (Deputy Head, Pastoral) as the PSHE Coordinator. The latest consultation was 30.08.2023

## **Provision**

### **EYFS provision**

In the nursery, PHSE is embedded within the curriculum as it makes up one of the three prime areas of learning, as part of the seven areas of learning. In EYFS this is referred to as PSED. For this reason the Early Learning Goals are covered and planned for in a very different way.

In Reception, we use Jigsaw PSHE. Pupils work on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly (with an original song), generating a whole school focus for adults and children alike. The Weekly Celebration highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.

In Summer Term, there will be a bigger focus on Relationships to reflect the statutory RE element of the curriculum.

Please see appendix 1 for the Reception PSHE education overview.

### **KS1 and KS2 provision**

Although it is recognised that a substantial amount of personal and social education takes place throughout the curriculum, it is still felt necessary to supplement this education with formal PSHE lessons. Form tutors (or form assistant) deliver each topic within the PSHE programme during the weekly timetabled PSHE lesson. At KS1, lessons last for 40 minutes and at KS2 they last for 60 minutes.

At KS1 and KS2, we use Jigsaw PSHE. All year groups work on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly (with an original song), generating a whole school focus for adults and children alike. The Weekly Celebration highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.

In Summer Term, there will be a bigger focus on Relationships to reflect the statutory RE element of the curriculum.

Please see appendix 2 for the KS1 PSHE education overviews and appendix 3 for the KS2 PSHE education overviews.

### **KS3 provision**

Although it is recognised that a substantial amount of personal and social education takes place throughout the curriculum, it is still felt necessary to supplement this education with formal PSHE lessons. Form tutors (or form assistants) deliver each topic within the PSHE programme during the weekly timetabled 60-minute PSHE lesson. Additionally, a number of theme weeks throughout the year enable pupils to follow national and global initiatives as

well as develop their knowledge about a range of topics that are either not covered by the current PSHE programme or we, as a school, feel need additional coverage.

At KS3, we use 3D PSHE. It comprises 9 units, with 28 lessons in Form 5 (Year 7), 9 units, with 29 lessons in Form 6 (Year 8) and 10 units, with 31 lessons in Leckby (Year 9). The programme builds on the core areas identified by the PSHE association, which are a member of.

Please see appendix 4 for the KS3 PSHE education overviews.

### **KS4 provision**

Although it is recognised that a substantial amount of personal and social education takes place throughout the curriculum, it is still felt necessary to supplement this education with formal PSHE lessons. Form tutors (or form assistant) deliver each topic within the PSHE programme during the weekly timetabled 60-minute PSHE lesson. Additionally, a number of theme weeks throughout the year enable pupils to follow national and global initiatives as well as develop their knowledge about a range of topics that are either not covered by the current PSHE programme or we, as a school, feel need additional coverage.

At KS4, we use 3D PSHE. It comprises 13 units, with 38 lessons in Eldmire (Year 10) and 8 units, with 26 lessons in Thornton (Year 11). The programme builds on the core areas identified by the PSHE association, which are a member of.

Please see appendix 5 for the KS4 PSHE education overviews.

### **External speakers**

In addition to the above schemes of work, the school invites a variety of suitable external speakers where relevant and available. These may include staff from: banks, building societies, the police, ChildLine and other associations, etc. to deliver age-relevant workshops and lectures.

### **Responsibilities**

We have appointed a member of staff responsible for co-ordinating PSHE education in our school. Our current PSHE education coordinator is Clare Stovin.

### **The coordinator's role includes:**

- Leading, developing and managing a statutory curriculum area within the school.
- Keeping up to date with school and national initiatives as well as legal directives affecting Citizenship and PSHE and planning accordingly (including ISSRs).
- Planning and co-ordinating the development of high quality schemes of work.
- Working with the Assistant Heads and Form Tutors (or Form Assistants) to establish and maintain rigorous self-evaluation by:
  - work scrutiny
  - lesson observations
  - moderating pupil standards
  - providing information towards the updating of the SEF
- Assessing teaching and using assessments to identify where pupils need more extra support or intervention.
- Preparing any reports for the Head or Governors' sub-committees as required
- Leading, developing and enhancing the teaching practice of other staff in delivering the PSHEE curriculum.

- Incorporating the principles highlighted by the document Every Child Matters (no longer current but having sound guidance) into planning and development (safe, healthy, enjoyment, economic well-being, positive contribution).
- Being responsible for coordinating a portfolio of evidence to affirm the SMSC education of our pupils.
- Participating in continuing professional development and engaging in professional learning relevant to the subject, including membership to relevant bodies and associations (i.e. currently, Cundall Manor is a member of the PSHE association).
- Maintaining an overview of the aspects of Fundamental British Values offered across the curriculum.
- Encouraging participation in and organising enrichment; cross and extra-curricular activities appropriate to extend learning in PSHEE.
- Contributing to whole school development of PSHEE, SMSC and FBV.
- Working closely with the Child Protection Officer to ensure the school complies with the Prevent duty, because even though the risk of radicalisation has been assessed as low, Cundall Manor School has a due regard to the need to prevent people from being drawn into terrorism.
- Auditing PSHEE themes across the curriculum every two years, making recommendations, improving schemes of work and providing support for other staff
- Effective deployment of resources, including management of budgets and ensuring a high quality learning environment.

**The form tutor (or form assistant)'s role includes:**

- Having the same high expectations of the quality of pupils' work in RSE as for other curriculum areas.
- Planning lessons in accordance with the school PSHE education curriculum
- Fostering a safe environment in which pupils feel confident to ask questions and debate ideas
- Keeping a record of each pupil's learning progress and providing pupils opportunities for self-assessment (e.g. Jigsaw Journals at KS2 or worksheets at KS3 and KS4)
- Assessing pupils' progress in the subject, either informally or formally, through tests, written assignments or self-evaluation and then feeding back to pupils on their progress.
- Sharing good practice and resources with other form tutors.
- Creating cross-curricular links when appropriate (e.g. business studies, P.E., biology, etc.)
- Discussing current affairs as well as local, national and world news if relevant to the topic currently taught or if the event only occurs from time to time (e.g. parliamentary elections, Olympic Games, etc.)

**Monitoring and Evaluation**

The PSHE education provision will be reviewed on an annual basis by the PSHEE coordinator. The coordinator ensures that all form tutors are aware of their responsibilities with regards to the delivery of PSHE education. Informal discussions with form tutors and pupils, lessons observations and work scrutiny (where relevant) will enable the coordinator to monitor and evaluate teaching and learning.

Appendix 1 - Reception PSHE education overview

week no.	Puzzle	Reception
1	Puzzle 1 - Being Me in My World	1. Who ... Me?
2		2. How am I feeling today?
3		3. Being at School
4		4. Gentle Hands
5		5. Our Rights
6		6. Our responsibilities
Michaelmas Half-term		
7	Puzzle 2 - Celebrating Difference	1. What am I good at?
8		2. I'm Special, I'm Me!
9		3. Families
10		4. Houses and Homes
11		5. Making Friends
12		6. Standing Up for Yourself
Christmas holidays		
13	Puzzle 3 - Dreams and Goals	1. Challenge
14		2. Never Giving Up
15		3. Setting a Goal
16		4. Obstacles and Support
17		5. Flight to the Future
Lent Half-term		
18	Puzzle 4 - Healthy Me	1. Everybody's Body
19		2. We like to move it, move it!
20		3. Food, Glorious Food
21		4. Sweet Dreams
22		5. Keeping Clean
23		Catch-up / Easter activities
Easter holidays		
24	Puzzle 5 - Relationships	1. My Family and Me!
25		2. Make friends, make friends, never break friends! (Part 1)
26		3. Make friends, make friends, never break friends! (Part 2)
27		4. Falling Out and Bullying (Parts and 2)
28		6. Being the best friends we can be
Summer Half-term		
29	Puzzle 6 - Changing Me	1. My body
30		2. Respecting My Body
31		3. Growing Up
32		4. Fun and Fears (Parts 1 and 2)
33		6. Celebration
Summer holidays		

Appendix 2 – KS1 PSHE education overview

week no.	Puzzle	Year 1
1	Puzzle 1 - Being Me in My World	1. Special and Safe
2		2. My Class
3		3. Rights and Responsibilities
4		4. Rewards and Feeling Proud
5		5. Consequences
6		6. Owing our Learning Charter
Michaelmas Half-term		
7	Puzzle 2 - Celebrating Difference	1. The same as ...
8		2. Different from ...
9		3. What is 'bullying'?
10		4. What I do about bullying?
11		5. Making new friends
12		6. Celebrating Difference: Celebrating me *
Christmas holidays		
13	Puzzle 3 - Dreams and Goals	1. My Treasure Chest of Success
14		2. Steps to Goals
15		3. Achieving Together
16		4. Stretchy Learning
17		5. Overcoming Obstacles
Lent Half-term		
18	Puzzle 4 - Healthy Me	1. Being Healthy
19		2. Healthy Choices
20		3. Clean and Healthy
21		4. Medicine Safety
22		5. Road Safety
23		Catch-up / Easter activities
Easter holidays		
24	Puzzle 5 - Relationships	1. Families
25		2. Making Friends
26		3. Greetings + People who help us
27		5. Being My Own Best Friend
28		6. Celebrating my Special Relationships *
Summer Half-term		
29	Puzzle 6 - Changing Me	1. Life Cycles
30		2. Changing Me
31		3. My Changing Body
32		4. Boys' and Girls' Bodies
33		5. Learning and Growing
Summer holidays		



week no.	Puzzle	Year 2
1	Puzzle 1 - Being Me in My World	1. Hopes and Fears for the Year
2		2. Rights and Responsibilities
3		3. Rewards and Consequences 1
4		4. Rewards and Consequences 2
5		5. Our Learning Charter
6		6. Owing our Learning Charter
Michaelmas Half-term		
7	Puzzle 2 - Celebrating Difference	1. Boys and Girls 1
8		2. Boys and Girls 2
9		3. Why does bullying happen?
10		4. Standing up for myself and others
11		5. Gender Diversity
12		6. Celebrating difference and still being friends *
Christmas holidays		
13	Puzzle 3 - Dreams and Goals	1. Goals to Success
14		2. My Learning Strengths
15		3. Learning with Others
16		4. A Group Challenge
17		5. Continuing our Group Challenge
Lent Half-term		
18	Puzzle 4 - Healthy Me	1. Being Healthy
19		2. Being Relaxed
20		3. Medicine Safety
21		4. Healthy Eating (Parts 1 and 2)
22		6. Happy, Healthy Me! *
23		Catch-up / Easter activities
Easter holidays		
24	Puzzle 5 - Relationships	1. Families
25		2. Keeping safe - Exploring physical contact
26		3. Friends and Conflict
27		4. Secrets + Trust and Appreciation
28		6. Celebrating my Special Relationships *
Summer Half-term		
29	Puzzle 6 - Changing Me	1. Life Cycles in Nature
30		2. Growing from Young to Old
31		3. The Changing Me
32		4. Boys' and Girls' Bodies
33		5. Assertiveness
Summer holidays		

Appendix 3 – KS2 PSHE education overview

week no.	Puzzle	Year 3
1	Puzzle 1 - Being Me in My World	1. Getting to Know Each Other
2		2. Our Nightmare School
3		3. Our Dream School
4		4. Rewards and Consequences
5		5. Our Learning Charter
6		6. Owning our Learning Charter
Half term		
7	Puzzle 2 - Celebrating Difference	1. Families
8		2. Family Conflict
9		3. Witness and Feelings
10		4. Witness and Solutions
11		5. Words that harm
12		6. Celebrating Difference: Compliments *
Christmas holidays		
13	Puzzle 3 - Dreams and Goals	1. Dreams and Goals
14		2. My Dreams and Ambitions
15		3. A New Challenge
16		4. Our New Challenge + Overcoming Obstacles
17		6. Celebrating my Learning *
Lent Half-term		
18	Puzzle 4 - Healthy Me	1. Being Fit and Healthy (Parts 1 and 2)
19		3. What Do I Know about Drugs?
20		4. Being Safe
21		5. Safe or Unsafe
22		6. My Amazing Body *
23		Catch-up + Easter activities
Easter holidays		
24	Puzzle 5 - Relationships	1. Family Roles and Responsibilities
25		2. Friendship
26		3. Keeping Myself Safe Online
27		4. Being a Global Citizen (Parts 1 and 2)
28		6. Celebrating my Web of Relationships
Summer Half-term		
29	Puzzle 6 - Changing Me	1. How Babies Grow
30		2. Babies
31		3. Outside Body Changes
32		4. Inside Body Changes
33		5. Family Stereotypes
Summer holidays		

week no.	Puzzle	Year 4
1	Puzzle 1 - Being Me in My World	1. Becoming a Class 'Team'
2		2. Being a School Citizen
3		3. Rights, Responsibilities and Democracy
4		4. Rewards and Consequences
5		5. Our Learning Charter
6		6. Owning our Learning Charter
Half term		
7	Puzzle 2 - Celebrating Difference	1. Judging by Appearances
8		2. Understanding Influences
9		3. Understanding Bullying
10		4. Problem-solving
11		5. Special Me
12		6. Celebrating Difference: How we look *
Christmas holidays		
13	Puzzle 3 - Dreams and Goals	1. Hopes and Dreams
14		2. Broken Dreams
15		3. Overcoming Disappointment
16		4. Creating New Dreams
17		5. Achieving Goals
Lent Half-term		
18	Puzzle 4 - Healthy Me	1. My Friends and Me
19		2. Group Dynamics
20		3. Smoking
21		4. Alcohol
22		5. Healthy Friendships
23		Catch-up / Easter activities
Easter holidays		
24	Puzzle 5 - Relationships	1. Jealousy
25		2. Love and Loss + Memories
26		4. Getting On and Falling Out
27		5. Girlfriends and Boyfriends
28		6. Celebrating my Relationships with People and Animals *
Summer Half-term		
29	Puzzle 6 - Changing Me	1. Unique Me
30		2. Having a Baby
31		3. Girls and Puberty
32		4. Circles of Change
33		5. Accepting Change
Summer holidays		

week no.	Puzzle	Year 5
1	Puzzle 1 - Being Me in My World	1. My year Ahead
2		2. Being a Citizen of My Country
3		3. Year 5 Responsibilities
4		4. Rewards and Consequences
5		5. Our Learning Charter
6		6. Owning our Learning Charter
Half term		
7	Puzzle 2 - Celebrating Difference	1. Different Cultures
8		2. Racism
9		3. Rumours and Name-Calling
10		4. Types of Bullying
11		5. Does Money Matter?
12		6. Celebrating Difference across the world *
Christmas holidays		
13	Puzzle 3 - Dreams and Goals	1. When I Grow Up (My Dream Lifestyle)
14		2. Investigating Jobs and Careers
15		3. My Dream Job, Why I want it and the steps to get there
16		4. Dreams and Goals of Young People in Other Cultures
17		5. How can we Support Each Other?
Lent Half-term		
18	Puzzle 4 - Healthy Me	1. Smoking
19		2. Alcohol
20		3. Emergency Aid
21		4. Body Image
22		5. My Relationship with Food
23		Catch-up / Easter activities
Easter holidays		
24	Puzzle 5 - Relationships	1. Recognising Me
25		2. Safety with Online Communities + Being in an Online Community
26		4. Online Gaming
27		5. My relationship with Technology: Screen Time
28		6. Relationships and Technology *
Summer Half-term		
29	Puzzle 6 - Changing Me	1. Self and Body Image
30		2. Puberty for Girls
31		3. Puberty for Boys
32		4. Conception
33		5. Looking Ahead (Parts 1 and 2)
Summer holidays		

week no.	Puzzle	Year 6
1	Puzzle 1 - Being Me in My World	1. My Year Ahead
2		2. Being a School Citizen 1
3		3. Being a School Citizen 2
4		4. The Learning Charter
5		5. Our Learning Charter
6		6. Owning our Learning Charter *
Half term		
7	Puzzle 2 - Celebrating Difference	1. Am I Normal?
8		2. Understanding Difference
9		3. Power Struggles
10		4. Why Bully
11		5. Celebrating Difference 1
12		6. Celebrating Difference 2 *
Christmas holidays		
13	Puzzle 3 - Dreams and Goals	1. Personal Learning Goals
14		2. Steps to Success
15		3. My Dream for the World
16		4. Helping to Make a Difference (Parts 1 and 2)
17		6. Recognising our Achievements *
Lent Half-term		
18	Puzzle 4 - Healthy Me	1. Taking Responsibility for my Health and Well-being
19		2. Drugs
20		3. Exploitation
21		4. Gangs
22		5. Emotional and Mental Health
23		Catch-up / Easter activities
Easter holidays		
24	Puzzle 5 - Relationships	1. What is Mental Health? + My Mental Health
25		3. Love and Loss
26		4. Power and Control
27		5. Being Online: Real or Fake? Safe or Unsafe?
28		6. Using Technology Responsibly *
Summer Half-term		
29	Puzzle 6 - Changing Me	1. My Self Image
30		2. Puberty
31		3. Babies: Conception to Birth *
32		4. Boyfriends and Girlfriends
33		5. Real Self and Ideal Self
Summer holidays		

Appendix 4 – KS3 PSHE education overview

week no.	Year 7
1	Transition Unit: Lesson 1

week no.	Year 8
1	Core 1 Unit 1 Managing Change: Lesson 1 (Mental and Emotional Health)
2	Core 1 Unit 1 Managing Change: Lesson 2 (Growing and Changing)
3	Core 1 Unit 1 Managing Change: Lesson 3 (Adolescence)
4	<b>Chateau trip</b>
5	Core 1 Unit 1 Managing Change: Lesson 4 (Life Changes)
6	Core 1 Unit 2 Food and Health: Lesson 1 (Food Types)

**Half term**

7	Core 1 Unit 2 Food and Health: Lesson 2 (A Balanced Diet)
8	Core 1 Unit 2 Food and Health: Lesson 3 (Eating Disorders)
9	Core 1 Unit 2 Food and Health: Lesson 4 (Eating Choices)
10	Core 2 Unit 1 Language and Behaviour: Lesson 1 (Discrimination)
11	Core 2 Unit 1 Language and Behaviour: Lesson 2 (Challenging Bullying)
12	Core 2 Unit 1 Language and Behaviour: Lesson 3 (Peer Pressure)

**Christmas holidays**

13	Core 2 Unit 1 Language and Behaviour: Lesson 4 (Peer Approval)
14	Core 2 Unit 2 Complex Forms of Bullying: Lesson 1 (Prejudicial Bullying)
15	Core 2 Unit 2 Complex Forms of Bullying: Lesson 2 (Online Bullying)
16	Core 2 Unit 3 Connections: Lesson 1 (Marriage and Committed Relationships 1)
17	Core 2 Unit 3 Connections: Lesson 2 (Marriage and Committed Relationships 2)

**Lent Half-term**

18	Core 2 Unit 3 Connections: Lesson 3 (When Relationships End 1)
19	Core 2 Unit 3 Connections: Lesson 4 (When Relationships End 2)
20	Core 3 Unit 1 Diversity: Lesson 1 (Similarities and Differences)
21	Core 3 Unit 1 Diversity: Lesson 3 (Responding to Prejudice)
22	Core 3 Unit 1 Diversity: Lesson 4 (Dealing with Discrimination)
23	<b>Catch-up / Easter activities</b>

**Easter holidays**

24	Core 3 Unit 2 Complex Forms of Bullying: Lesson 1 (E-Safety 1)
25	Core 3 Unit 2 Complex Forms of Bullying: Lesson 2 (E-Safety 2)
26	Core 3 Unit 2 Complex Forms of Bullying: Lesson 3 (Online Risks)
27	Core 3 Unit 2 Complex Forms of Bullying: Lesson 4 (Privacy Settings)
28	<b>Revision</b>

**Summer Half-term**

29	<b>Exam Week</b>
30	<b>Ben Nevis Trip</b>
31	Core 3 Unit 3 Radicalisation: Lesson 1 (Features of Extremism)

32	Core 3 Unit 3 Radicalisation: Lesson 2 (Vulnerability)
33	Form teacher discretionary time (catch-up, charitable initiatives, news roundup, etc.)
Summer holidays	

week no.	Year 9
1	Core 1 Unit 1 Work, Leisure and Exercise: Lesson 1 (A Healthy Lifestyle)
2	Core 1 Unit 1 Work, Leisure and Exercise: Lesson 2 (Use of Time)
3	Core 1 Unit 1 Work, Leisure and Exercise: Lesson 3 My Lifestyle)
4	<b>Chateau trip</b>
5	Core 1 Unit 2 Health and the Media: Lesson 1 (Media Portrayal)
6	Core 1 Unit 2 Health and the Media: Lesson 2 (Body Image)

Half term	
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7	Core 1 Unit 3 Reducing Risk: Lesson 1 (Recognising Harmful Situations)
8	Core 1 Unit 3 Reducing Risk: Lesson 2 (Cancer and Cancer Prevention)
9	Core 1 Unit 3 Reducing Risk: Lesson 3 (Alcohol)
10	Core 1 Unit 3 Reducing Risk: Lesson 4 (Smoking)
11	Core 1 Unit 4 Sexual Health: Lesson 1 (Contraception)
12	Core 1 Unit 4 Sexual Health: Lesson 2 (Sexually Transmitted Infections)

Christmas holidays	
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13	Core 1 Unit 4 Sexual Health: Lesson 3 (FGM)
14	Core 2 Unit 1 Exploitation: Lesson 1 (Bullying)
15	Core 2 Unit 1 Exploitation: Lesson 2 (Sexual Bullying)
16	Core 2 Unit 1 Exploitation: Lesson 3 (Trafficking)
17	Core 2 Unit 2 Relationship Readiness: Lesson 1 (Stages of intimacy)

Lent Half-term	
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18	Core 2 Unit 2 Relationship Readiness: Lesson 2 (Consent)
19	Core 3 Unit 1 Human Rights: Lesson 1 (Rights vs Responsibilities)
20	Core 3 Unit 1 Human Rights: Lesson 2 (The Rights of the Child)
21	Core 3 Unit 1 Human Rights: Lesson 3 (Legislation)
22	Core 3 Unit 1 Human Rights: Lesson 4 (Abuse of Rights)
23	Core 3 Unit 1 Human Rights: Lesson 5 (Conflict of Interest)

Easter holidays	
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24	Core 3 Unit 1 Human Rights: Lesson 6 (Accessing Support)
25	Core 3 Unit 2 Radicalisation: Lesson 1 (Extremist Recruitment)
26	Core 3 Unit 2 Radicalisation: Lesson 2 (Consequences)
27	Core 3 Unit 3 Financial Capability: Lesson 1 (Personal Finances 1 + 2)
28	<b>Revision</b>

Summer Half-term	
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29	<b>Exam week</b>
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30	Core 3 Unit 4 The World of Work: Lesson 1 (Setting Targets)
31	Core 3 Unit 4 The World of Work: Lesson 2 (Career Choices)
32	Core 3 Unit 4 The World of Work: Lesson 3 (Business Enterprise 1)
33	Core 3 Unit 4 The World of Work: Lesson 4 (Business Enterprise 2)
Summer holidays	

Appendix 5 – KS4 PSHE education overview

week no.	Year 10
1	Core 1 Unit 1 Healthy Body, Healthy Mind: Lesson 1 (Self-Confidence and Self-Esteem)
2	Core 1 Unit 1 Healthy Body, Healthy Mind: Lesson 2 (Keeping Healthy)
3	Core 1 Unit 1 Healthy Body, Healthy Mind: Lesson 3 (Managing Emotional / Mental Health)
4	Core 1 Unit 1 Healthy Body, Healthy Mind: Lesson 4 (Managing Emotional / Mental Health - Celebrities)
5	Core 1 Unit 1 Healthy Body, Healthy Mind: Lesson 5 (Coping Strategies - Self-harm)
6	Core 1 Unit 1 Healthy Body, Healthy Mind: Lesson 6 (Coping Strategies - Eating Disorders)
Half term	
7	Core 1 Unit 1 Healthy Body, Healthy Mind: Lesson 7 (Reliable Sources of Information)
8	Core 1 Unit 2 Keeping Safe: Lesson 1 (Personal Safety and Protection)
9	Core 1 Unit 2 Keeping Safe: Lesson 2 (Health and Safety Procedures)
10	Core 1 Unit 3 Coping with Illness: Lesson 1 (Feeling Unwell)
11	Core 1 Unit 3 Coping with Illness: Lesson 2 (Emergency Help)
12	Core 2 Unit 1 Healthy Relationships: Lesson 1 (Managing Emotions and Feelings)
Christmas holidays	
13	Core 2 Unit 1 Healthy Relationships: Lesson 2 (Positive Relationships)
14	Core 2 Unit 1 Healthy Relationships: Lesson 3 (Marriage and Partnerships)
15	Core 2 Unit 1 Healthy Relationships: Lesson 4 (Managing Change)
16	Core 2 Unit 2 Gender and Sexuality: Lesson 1 (Diverse Sexual Relationships)
17	Core 2 Unit 2 Gender and Sexuality: Lesson 2 (Sex in the Media)
Lent Half-term	
18	Core 2 Unit 2 Gender and Sexuality: Lesson 3 (Gender Double Standards and Victim-Blaming)
19	Core 2 Unit 3 Contraception and Pregnancy: Lesson 1 (Access and Use of Contraception)
20	Core 2 Unit 3 Contraception and Pregnancy: Lesson 2 (Teenage Parenthood)
21	Core 2 Unit 3 Contraception and Pregnancy: Lesson 3 (Unintended Pregnancy)
22	Core 2 Unit 4 Changing Relationships: Lesson 1 (Divorce, Separation and Bereavement)
23	<b>Catch-up / Easter activities</b>
Easter holidays	
24	Core 2 Unit 4 Changing Relationships: Lesson 2 (Unhealthy and Abusive)
25	Core 2 Unit 4 Changing Relationships: Lesson 3 (Domestic Abuse)
26	Core 2 Unit 5 Getting Help: Lesson 1 (Support Groups / Organisations)
27	Core 2 Unit 5 Getting Help: Lesson 2 (Peer Support)
28	<b>Revision week</b>
Summer Half-term	
29	<b>Exam week</b>



30	Core 3 Unit 1 Planning Ahead: Lesson 1 (Self-Evaluation)
31	Core 3 Unit 1 Planning Ahead: Lesson 2 (Future Employability)
32	Form teacher discretionary time (catch-up, charitable initiatives, news roundup, etc.)
33	Form teacher discretionary time (catch-up, charitable initiatives, news roundup, etc.)
Summer holidays	

week no.	Year 11
1	Core 1 Unit 1 Substance Abuse and Addiction: Lesson 1 (Habit / Addiction)
2	Core 1 Unit 1 Substance Abuse and Addiction: Lesson 2 (Substance Use and Misuse)
3	Core 1 Unit 1 Substance Abuse and Addiction: Lesson 3 (Consequences)
4	Core 1 Unit 2 Body Image: Lesson 1 (Media Influences)
5	Core 1 Unit 2 Body Image: Lesson 2 (Cosmetic Procedures)
6	Core 1 Unit 3 Personal Health: Lesson 1 (Cancer)

Half term	
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7	Core 1 Unit 3 Personal Health: Lesson 2 (STIs, HIV and AIDS)
8	Core 1 Unit 3 Personal Health: Lesson 3 (Lifestyle Choices)
9	Core 2 Unit 1 Respect and Consent: Lesson 1 (Controlling Relationships)
10	Core 2 Unit 1 Respect and Consent: Lesson 2 (Consent)
11	Core 2 Unit 1 Respect and Consent: Lesson 3 ("No" means "No")
12	<b>Mock GCSE Exams</b>

Christmas holidays	
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13	<b>Mock GCSE Exams</b>
14	Core 2 Unit 1 Respect and Consent: Lesson 4 (Faith and Culture)
15	Core 2 Unit 1 Respect and Consent: Lesson 5 (Making Decisions)
16	Core 2 Unit 2 Planned / Unplanned Pregnancies: Lesson 1 (Abortion)
17	Core 2 Unit 2 Planned / Unplanned Pregnancies: Lesson 2 (Infertility)

Lent Half-term	
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18	Core 2 Unit 3 Being a Parent: Lesson 1 (Parenting Skills)
19	Core 2 Unit 3 Being a Parent: Lesson 2 (Adoption and Fostering)
20	Core 3 Unit 1 In the Workplace: Lesson 1 (Employment Patterns)
21	Core 3 Unit 1 In the Workplace: Lesson 2 (Work Experience)
22	Core 3 Unit 1 In the Workplace: Lesson 3 (Rights and Responsibilities)
23	<b>Catch-up / Make a revision timetable</b>

Easter holidays	
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24	Core 3 Unit 1 In the Workplace: Lesson 4 (Work Ethics)
25	Core 3 Unit 1 In the Workplace: Lesson 5 (Confidentiality)
26	Core 3 Unit 2 Financial Capability: Lesson 1 (Making Decisions)
27	Core 3 Unit 2 Financial Capability: Lesson 2 (Looking After Money) and Lesson 3 (Critical Consumers)
28	<b>GCSE exams</b>

Summer Half-term	
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29	<b>GCSE Exams</b>
30	<b>GCSE Exams</b>

31	GCSE Exams
32	GCSE Exams
33	GCSE Exams
Summer holidays	