

Social Science
(Personal, Social, Health Education) Policy
(including Relationships
and Sex Education (RSE) and Health Education)

Review date: June 2021
Next review: June 2022

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a Social Science curriculum.

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Statutory RSE and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.” DfE Guidance p.8.

Approval and review

This policy is the responsibility of: Headteacher

This policy was approved by the Local Governing Body on:

This policy is due for review by: June 2022

This Policy applies to Broadwater School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust. It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Headteacher and/or the governors.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Chief Executive Officer of the GLT should be consulted.

Contents of Social Science, RSE, HE Policy

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Rationale and Ethos

Broadwater believes in equal opportunities for everyone. All members of the school are expected to show consideration for all fellow members by promoting a caring environment in which the young person receives an education that combines Social Science (that includes elements of Citizenship, Character Education and careers), RSE and Health Education. We will ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

It is within this context that all pupils are entitled to an age-appropriate relationship and sex education (RSE and Health Education) programme as an integral part of our whole school Social Science programme that incorporates all new Statutory requirements outlined by the government in *“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education.*

Through the provision outlined in this policy we also aim to raise students’ self-esteem and confidence, developing communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach students

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to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

RSE and Health Education encompasses the developing of adolescents in matters concerning human relationships and sexual activity based upon a comprehensive programme of study; embracing moral, spiritual, cultural values, attitudes and behaviour as well as knowledge in line with the school ethos. The lessons do not encourage early sexual experimentation, they teach young people to understand human sexuality, respect themselves and others and to understand the law. Broadwater recognises that parents have a vital role to play in this matter and that this policy must be seen as a working partnership between home and school.

Section 1: Defining what we mean by relationships and sex education

In this school Relationships and Sex Education refers to:

- The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing
- The development of skills, knowledge and strategies children need to keep themselves safe, happy and well both online and in the real world
- Teaching the characteristics of positive, healthy and respectful relationships – including learning about how to effectively communicate consent, how to recognise consent from others and a person's right to withdraw consent
- Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity
- Teaching about healthy, respectful, non-exploitative and non-coercive behaviours including harmful sexual behaviours (Ofsted June 2021 report)
- Teaching about the concepts and laws relating to the age of sexual consent both in established and new relationships, sexual exploitation, domestic abuse, grooming, rape, forced marriage, FGM and honour-based violence – including how these can impact current and future relationships
- Developing an understanding of sexuality, gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:

- a) Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
- b) Gender identity
- c) Home background (e.g. different family make-up)
- d) Ethnicity
- e) Gender

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f) Special educational needs and disability

- Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; ensuring access to up to date and correct factual information.
- Effective teaching and learning that supports pupils to develop safe, fulfilling and healthy sexual relationships at the appropriate time – including learning about the choice to delay first sex and the right to enjoy intimacy without having sex
- Teaching about the impact of viewing harmful and / or sexually explicit material – including the extent to which pornography presents a distorted picture of sexual behaviours, damaging the way people see themselves in relation to others and negatively affecting how they behave towards sexual partners
- Teaching about safer sex and sexual health, to ensure pupils are equipped to make safe, informed healthy choices as they progress through adult life – including learning about fertility, pregnancy and avoiding unplanned pregnancy
- Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services

Defining what we mean by Physical Health and Well Being

Education In this school Health Education refers to:

- Mental Well Being
- Internet Safety and Harm
- Changing Adolescent Body
- Health and prevention
- Physical Health over Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Basic First Aid

Our aims for Social Science RSE and Health Education

- To provide a safe environment where questions of a sexual nature can be asked and answered openly without embarrassment and to encourage mature attitudes to natural bodily functions.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- To enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent assertive decision-makers.
- To promote healthy relationships and the idea of mutual responsibility within these relationships.
- To enable pupils to develop the ability to form positive, non-exploitative relationships.

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- To promote self-respect and to help young people to understand that they have rights and should have control over who touches their bodies and to offer strategies for dealing with such situations.
- To counter misleading information and challenge attitudes.
- To provide up to date information regarding the law and sexual behaviour.
- To provide students with the knowledge, confidence and skills to avoid unintended teenage pregnancies.
- To develop an understanding of the implications and responsibilities of parenthood.
- To challenge attitudes and beliefs around gender/ sexual behaviours.
- To ensure RSE fosters gender equality and LGBT+ reducing stigma and discrimination.
- To raise awareness of the health risks associated with sexual activity, including HIV/AIDS.
- To educate pupils about harmful sexual behaviours both in person and online and how these can be reported
- To inform pupils of where they can go for further information and advice.

Section 2: Implementation and curriculum

At Broadwater there is a clear curriculum intent for Social Science, RSE and Health Education. The statutory guidance states that from 2020 all schools must deliver an RSE/ Health Education programme. RSE is also taught within the National Science Curriculum. The Social Science programme includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

Broadwater allocates a 30 min Social Science lesson once a week as well drawing upon cross curricular links and content e.g. science – puberty, Physical Education – maintaining a healthy lifestyle. An overview of our Social Science Curriculum and Long-Term plan can be found in [appendix 1](#). The themes are taught across the school; the learning deepens and broadens every year in each year group.

It is important that we implement our Social Science and RSE/ Health Education policy consistently throughout the school, and provide effective provision throughout classrooms. To ensure this;

- The Social Science programme and our lesson plans and schemes of work are based on the Social Science Association Key Themes and Guidance
- Lessons are age appropriate; content will be made accessible to all pupils, including those with SEND and use an engaging range of active learning methods that

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differentiate materials and resources to ensure all pupils are able to access the programme

- There is confident and consistent use of the correct terminology
- There will be support and training available to those staff who require guidance on difficult topics
- Have a proactive and planned approach to involving external professionals (e.g. school health nurse, Police, National Mental Health Organisations) in supporting the delivery and development
- We encourage teachers to provide and amend additional resources that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.
- We aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.
- This includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

These explicit lessons are reinforced and enhanced in many ways through:

- Assemblies
- Guest Speakers and outside agencies
- Praise and reward system,
- Through relationships, student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Pupils with special educational needs

The Social Science and RSE/ Health Education curriculum is inclusive and meets the needs of all our children. Careful consideration is given concerning the level of learning and differentiation needed, and in some cases the content or delivery will be adapted, in consultation with the Special Educational Needs Department. The Speech and Language staff will supplement the SRE of the students with whom they work, guided by the individual needs of the group; this additional work will usually focus on the social skills connected with relationships.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. card games
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities
- All lessons can be shared with parents in the event of absences and scripts can be supplied.

Using Visitors and guest speakers

We may invite guest speakers into school to talk on issues related Social Science, RSE and Health Education. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions.

- Other agencies/professionals and visitors will enhance but not replace our teacher-led programme
- Teachers will always be present during sessions facilitated by other agencies / professionals and visitors
- We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

We will offer provision to staff who feel they require support and guidance when dealing with challenging topics. The lessons have also been heavily scripted and planned by a Social science professional. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the DSL/Social Science Lead.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- the 'Ground Rules slide' will be displayed and discussed at the beginning of every Social Science lesson.
- making the classroom a cone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.
- normal behaviour policy will also be followed during all Social Science lessons

Equal opportunities

Social Science and RSE/ Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy (and in line with the Equalities Act, 2010).

Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the Designated Safeguarding Lead (DSL). Providing advice on contraception and practising safer sex is a key part of the school's RSE provision. We also encourage parents/carers to engage their child in open discussion about practising safer sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

Section 3: Roles and Responsibilities

Members of staff responsible: Headteacher, Head of Social Science, Designated Safeguarding Lead.

The Head of Science and Headteacher are responsible for the planning of the RSE provision and are responsible for ensuring its effective delivery.

It is important that all school staff feel comfortable to take Social Science classes and answer questions from pupils. The school provides regular 'opt-in' professional development training in how to deliver Social Science, RSE and Health Education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to sensitive questions and an introduction to the rationale of why teaching RSE is so important. There are certain members of the school leadership team / Social Science leads, who will hold more

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responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders / Social Science leads will

Develop this school policy and review it every year. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.

- Ensure that all Social Science staff are offered regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery Social Science, RSE and Health Education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding Social Science, RSE and Health Education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the Social Science, RSE and Health Education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for Social Science, RSE and Health Education, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as is appropriate. We want the provision of PHSE, RSE and Health Education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.

All staff will

- Ensure that they are up to date with school policy and curriculum requirements regarding Social Science, RSE and Health Education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Headteacher
- Attend and engage in professional development training around Social Science, RSE and Health Education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

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If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the DSL. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.

- Provide regular feedback to the Social Science lead and on their experience of teaching Social Science, RSE and Health Education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced Social Science, RSE and Health Education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the Headteacher/ Social Science lead.

Students

Pupils should support one another with issues that arise through Social Science, RSE and Health Education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

We ask pupils for feedback on the school's Social Science, RSE and Health Education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility of Social Science, RSE and Health Education and support their children's personal, social and emotional development. We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school Social Science, RSE and Health Education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed.

Section 4: Withdrawal from RSE

The school aims to keep parents/carers informed about all aspects of the Social Science, RSE and Health Education curriculum and urges parents/carers to read this policy.

Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school. Broadwater believes that parents and carers should play an active role in shaping the education their children receive whilst at school.

To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, Social Science, RSE and Health Education balance the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff.

We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of Statutory Relationships and Sex Education. However, parents do not have the right to withdraw their child from the relationship elements of the RSE curriculum or those elements on human growth and reproduction which fall under the National Curriculum science.
- If a parent wishes to withdraw their child from sex education they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once discussions have taken place, except in exceptional circumstances the school will respect the parents' request up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will decide to provide the child with sex education during one of those terms.
- As a school we will encourage (and support where possible) parents to deliver sex education to their child at home instead
- If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Complaints

Parents/carers or carers who have complaints or concerns regarding the PHSE, RSE and Health Education curriculum should contact the school and follow the school's complaints procedure.

Section 5: Policy development – Monitor, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide PHSE, RSE and Health Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development.

We aim to monitor the effectiveness of our PHSE, RSE and Health Education provision by;

- Monitoring pupils' knowledge, skills and understanding by various means including: self-assessment / peer assessment / pupil conferencing / teacher observations / LSQ's quizzes and questionnaires / the LA Health and Well-being Online Pupil Survey etc.
- Pupils and staff have opportunities each term to evaluate lessons and approaches by means of:
self-reflection/review, pupil conferencing, learning walks, team teaching, etc.
- Yearly feedback from pupils
- Yearly feedback from parents/carers
- Feedback from staff

We will review the Social Science, RSE and Health Education curriculum regularly, and will inform parents/carers of any revisions to the school policy or Social Science, RSE and Health Education Curriculum.

- SLT, alongside the Head of Social Science will oversee all aspects of the development, delivery and evaluation; have a proactive, open and inclusive approach to involving parents and carers in the development, delivery and evaluation; and make a commitment to work with parents who have chosen to withdraw their children from 'sex' education to ensure their needs can be effectively met outside the school environment
- The Headteacher is responsible for the development of the programme, staff training and development, liaison with external professionals and effective monitoring and evaluation

The school will review this policy every year, evaluating its effectiveness by considering feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum review.

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Section 6: Safeguarding and Confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around Social Science, RSE and Health Education may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL to decide what is in the best interest of the child.

Section 7: Links with other policies

Policies relevant to PHSE, RSE and Health Education taught in our school:

- Citizenship
- Equal Opportunities / Inclusion
- Child Protection / Safeguarding

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- Confidentiality
- Behaviour
- Anti-Bullying

Section 8: Review date

Adopted by Governing body: June 2021

Review date: June 2022

Section 9: Appendices

Appendix 1

PSHE - Term 1

	British Values	Year 7	British Values	Year 8	British Values	Year 9	British Values	Year 10	British Values	Year 11
Lesson 1	D RL TCR MR IL	Me and my identity – Influences on identity What is it to be unique British identity and values	MR IL	Family Family's influence and expectations Managing expectations	MR IL	Relationships Friendships – Peer Approval Intimate relationships Accessing support and advice	D RL TCR MR IL	Human Rights and the Equality Act	RL TCR MR IL	Relationships and the law Unacceptable behaviours Coercive, DV, HBV.FM
Lesson 2	TCR MR IL	Peer Pressure and belonging	TCR MR	First impressions, Faiths and beliefs Britain as a multicultural society	MR IL	Self-identity/Social Groups Social Media/Risk Social risks – gangs, drugs, sex	MR	Grief and Loss Physical and mental responses to grief How to get support with grief	RL MR IL	Law and why age limits. Use of drugs in relationships Confusion between love and abuse
Lesson 3	RL IL MR	My Online Identity Online Safety - Rules	TCR MR	Race, Religion and Multicultural Britain Hate incidents/crimes Benefits of multiculturalism	MR IL RL	Positive/negative self-identity Positive identity and positive relationships Consent and the Law	RL MR IL	Risk in real life and online Online identity Netiquette On line data use The Laws - Online	RL	Being an internet citizen and the law Illegal online activity Consequences of viewing pornography
Lesson 4	D RL TCR MR IL	Understanding stereotypes, prejudice and Discrimination	D RL	Social injustice and social Inequality	RL TCR MR	Prejudice and discrimination Equalities Act	RL IL	Financial terms Financial risk and how to mitigate Financial Fraud – (Money mulling) Equity in the workplace Equalities Act	IL	Keeping yourself and others safe in an emergency situation
Lesson 5	TCR MR IL	Challenging discrimination and bullying	TCR MR	Bullying and how to combat it Self-Awareness Banter/positive language	RL TCR MR IL	Bullying and LGBTQ+	D RL TCR MR IL	Multiculturalism, society and inequality Benefits of multiculturalism	MR IL	Managing anxieties and lifestyle choices
Lesson 6	D RL	The Structure of government	D RL	Understanding the cabinet Media How to identify fake news	RL	The Law and the justice system	MR	Different Relationships and impact Power/change in relationships Coercive control -Physical/Mental Resilience	RL IL	Finances- how to budget, avoid debt. Consequences of gambling and debt
Lesson 7	RL	Harmful Sexual Behaviours	RL	Harmful Sexual Behaviours	RL	Harmful Sexual Behaviours	RL	Harmful Sexual Behaviours	RL	Harmful Sexual Behaviours
Lesson 8		Character Lesson		Character Lesson		Character Lesson		Character Lesson		

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British Values Key

D = Democracy

RL = Rule of Law

TCR = Tolerance of different cultures and religions

MR = Mutual Respect

IL = Individual Liberty

PSHE - Term 2

	British Value	Year 7	British Value	Year 8	British Value	Year 9	British Value	Year 10	British Value	Year 11
Lesson 1	IL	My Dreams and Goals Risk/strategy	IL	My Long-Term Goals How these might change Digital footprint – Online identity can affect job/ goals/dreams	IL	My Plans and Goals SMART Targets Living in the moment	IL	Mental/physical health Balance -Wheel of life Digital footprint – Online identity can affect job/ goals/dreams	IL	Jobs and Aspirations Skills for the future Employment opportunities My Job Plan
Lesson 2	MR IL	Coping Strategies Blame Managing setbacks	IL	Value of Money Different relationships and money Financial decisions Good debt/bad debt	MR IL	Mental Health, Self esteem What is mental Health? Resilience/help Factors/media manipulation Social Media & Mental Health	IL	Health MOT Checking your bits Detriments to health Protecting my health	TCR MR IL	Relationships, Parenting when and why
Lesson 3	IL	Making Choices/influences Responsible/irresponsible Risks - Gambling	IL	Money and Earnings Earning of people in the UK Budget management World Poverty	RL IL	Substances Substance use and misuse Law around substance misuse and possession Support plans for how to get help information	IL	Substances and the body Prescribed drugs Mental Health disorders Who can help Nature and Mental Health	IL	Recognising and managing stress levels Healthy Choices Positive Impact of healthy eating, sleep, Physical exercise
Lesson 4	IL	Anxiety and Stress Signs Strategies to combat	MR IL	Managing stress Combat stressful situations	RL IL	Grooming and Exploitation – (Radicalisation, CCE) Knife crime	TCR MR IL	Diseases, Stem cell therapy Organ donation STI's & Treatments	IL	Personal Hygiene and Health – STI's Self-examination
Lesson 5	IL	Healthy Choices Positive impact of healthy eating, sleep, physical exercise What are vaccines Medication safety	IL	Me and My Health Dimensions of wellness Long term physical wellness Oral Hygiene Diseases/vaccinations/Antibiotics	RL IL	Taboo FGM, Breast Ironing and Honour Based Abuse	TCR MR IL	Sex – Consent, choice, pressure, support	RL MR IL	Dealing with Pressure in Relationships, coercion consent, Rape Consent Law
Lesson 6	RL IL	Understanding Substances Harmful substances /drug classification Why people choose to use substances Law and substances	RL IL	Substance use and misuse Law around substance misuse and possession Role of substance misuse in CCE and county lines, money mulling Avoidance	D IL	Being a good citizen- Contributing to Society/First Aid including drug/alcohol poisoning	TCR MR IL	Being an adult, relationship Law, legal status and Law Unacceptable behaviours Coercive, DV, HBV.FM	TCR MR IL	Having Children, Contraception, fertility, feelings about having children
Lesson 7		RL	Harmful Sexual Behaviours	RL	Harmful Sexual Behaviours	RL	Harmful Sexual Behaviours	RL	Harmful Sexual Behaviours	RL

PSHE - Term 3

	British Value	Year 7	British Value	Year 8	British Value	Year 9	British Value	Year 10	British Value	Year 11
Lesson 1	MR IL	Relationship & Changes How to build positive relationships Supportive relationships	IL	Relationships with yourself/social media Positive/ stable relationships	MR IL	Mental Health and Emotions Stigma & Mental Health How to Support or access support	D RL IL MR IL	Relationships with Peers Teen violence Gangs Anti-social Behaviour	RL MR IL	Intimate Relationships - Relationship stages The role the media plays in unrealistic expectations of sex and relationships Safe sexual relationships
Lesson 2	MR IL	Conflict & Discernment Managing conflict in friendship groups Discernment and the media	RL TCR MR IL	Personal Space and culture Using social media Safety and the Law	IL	Change and Resilience Sleep – Facts Importance for mental/physical health	RL MR IL	Healthy Relationships & Connections Love and how this portrayed in the media and society Love and Loss	MR IL	Diverse relationships Challenges involved in “coming out” Media - stereotyping people and relationships
Lesson 3	RL MR IL	Assertiveness in Relationships Aggressive, assertive, passive Consent to use social media Assertive action against sexting	RL MR IL	Coercion in Relationships What is unhealthy, Power balance Where to access support	RL MR IL	Power and Assertiveness Equality in relationships Understanding choice and saying “no” Assertiveness skills in a relationship Consent and Law	MR IL	Different types and stages of relationships Ending a romantic relationship and consequences	RL ML IL	Power and relationships Identifying when a relationship is not balanced in power How to manage or end unsafe relationships
Lesson 4	IL	Puberty Changing body	MR IL	Intimate relationships And feelings associated	RL IL	CSE Online sexual grooming Sexting Where to access help	D RL IL	Change, society and how this affects us How change is reflected in the media Climate change	D RL TCR MR IL	FGM- Honour based violence, forced marriage What is a hate <u>crime</u> Hates crimes within LGBTQ & Communities
Lesson 5	IL	Having a baby Conception and development Feelings and choices around having a baby Babies and responsibilities	MR IL	Romantic relationships Positive Behaviours in relationships Feelings and attraction Sexuality and feelings	RL IL	Pornography/ Reality ideal bodies/low self esteem Law – Online & social Media	D RL MR IL	Sexuality and gender Gender stereotypes		
Lesson 6	IL	How media can impact Self-esteem/body image Strategies to build self esteem Emotional changes during puberty	RL MR IL	Pornography/Reality Risk behaviour specifically around alcohol -/sex The Law	RL IL	Contraception and consequences Sexual Health Informed decisions/help Law	RL MR IL	Changes- Physical, Emotional How to manage change		
Lesson 7		Harmful Sexual Behaviours		Harmful Sexual Behaviours		Harmful Sexual Behaviours	RL TCR MR	Pregnancy and Abortion Gender & sexual identity		

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