



## THE DOWNS MALVERN

Policy	TL03-03	Personal, Social, Health, Citizenship and Economical Education (PSHCEe) Policy	
Responsible Member of staff	Alex Sigley		
Responsible Governor	Simon Attwood		
Approved	June 2022	Next Review Date	June 2024
Last Technical Review	June 2023		

**This policy is relevant to all sections of the school, EYFS, Pre-Prep and Prep, including Boarding.**

**This policy should be read in conjunction with the school's RE-RSE Policy and RE-RSE Statement.**

### **Statement of General Policy**

PSHCEe at The Downs Malvern, is the teaching and learning which underpins our commitment to provide a friendly and safe atmosphere in which our children can learn, develop, and thrive as confident, independent individuals. PSHCEe aims to enhance, support, and promote the spiritual, moral, social and cultural development of our children, while preparing them for the opportunities, experiences and responsibilities that they will face during their education and beyond.

We are committed to supporting the mental health and wellbeing of all pupils and strategies that support this are pastoral provision, admission information, school council and buddies, alongside quality teaching and learning about awareness and management of mental health through the PSHCE curriculum.

PSHCEe helps pupils to understand about relationships and the wider world by exploring and developing attitudes and values to become informed, active and responsible citizens. It helps them develop political literacy and explore social and moral issues to make a positive contribution to their local, national, and global communities and enables our children to become healthy, safe, independent, and responsible members of society. This includes recognising and forming positive life sustaining relationships with others both in the real and virtual world.

PSHCEe is an integral and valued part of our whole school ethos. As a school we aspire to educate our pupils in an environment which promotes respect and a growth in self-esteem. We believe that all pupils are entitled to open, honest, and accurate information, facts and knowledge about issues

that affect their lives and wellbeing. We consider that education is about developing the whole individual, encouraging them to learn about themselves and the wider world, developing their moral, social and spiritual awareness. PSHCE learning is at the very core of the development of every pupil.

This policy has been developed in accordance with the Relationships Education, Relationships and Sex Education (RSE) Health Education document (DfE, 2019) and in line with The Equality Act 2010 (Gov.UK). Moreover, this policy has recently been reviewed in light of the recent publication of OFSTED's Review of sexual abuse in schools and colleges (2021) and the Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021) document Keeping Children Safe in Education 2022.

## **Access To Our Policy**

A copy of this policy is available to parents and guardians through the school's website.

## **Creating A Safe and Supportive Learning Environment**

At the beginning of each academic year, we elicit and establish ground rules with all our pupils. We refer to these rules regularly to ensure that a safe learning environment can be enjoyed by everyone.

We are aware that during PSHCE lessons, pupils may indicate that they are vulnerable or at risk, and in those instances, we would act in accordance with our safeguarding children and child protection policy, particularly the points on duty to report and confidentiality.

## **Equality and Diversity**

Our PSHCE curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and other protected characteristics.

We will use PSHCE education as a vehicle to address diversity issues and to ensure equal opportunities for all, by ensuring that the curriculum covers age-appropriate learning on discrimination, prejudice, tolerance, and diversity. Included in this are the protected characteristics as listed in section 4 of the Equality Act 2010, such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

We promote the needs and interests of all pupils irrespective of gender, sexual orientation, culture, ability, or aptitude by delivering teaching pedagogy that encompasses gender-aware material, uses neutral terminology when describing relationships, is aware of and celebrates cultural differences, and differentiates for learning needs. We are sensitive to parental withdrawal regarding personal beliefs surrounding Relationships Education (RE) and Relationships and Sex Education (RSE) and religion, in line with Fundamental British Values.

## **Our Aims and Objectives**

Our aim for our PSHCE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language, and strategies they need to live healthy, safe, fulfilling, and responsible lives.

We aim to adopt a child-centred approach to learning whereby every child has the opportunity to flourish and grow through exploration and discussion in a safe and secure environment. This is held in place by our adherence to the ground rules set by staff and children, and underpinned by our safeguarding, online safety, RE and RSE, and behaviour policies. Our learning objectives reflect the aims and values set out above and promote pupil wellbeing. There is a whole-school aspect to delivering PSHCEe (including RE/RSE), through the use of age-appropriate resources.

The aims of PSHCE and RE/RSE are that pupils should:

- Develop and sustain good relationships, respecting differences, equality and values.
- Develop and foster an understanding of values and how they impact on everyday life within school and the wider community.
- Develop confidence and responsibility and to make the most of their abilities.
- Learn about the country they live in and gain a broad general knowledge of public institutions and public services in the UK.
- Encourage a sense of moral and social justice and foster a healthy respect for the law.
- Develop a healthy lifestyle.
- Gain an understanding of how to live and work safely; in school; at home; online, (including social media) and in the wider community.
- Prepare pupils to play an active role as citizens, encouraging them to become involved in their community and the wider world.

Through our Relationships Education (RE) provision, we aim to help all children grow up healthy, happy, and safe by providing all pupils with:

- the knowledge and understanding to build positive and safe relationships
- an understanding of the characteristics of positive relationships
- the ability to identify any concerns they have about a relationship
- an understanding of their rights and responsibilities within different relationships
- an awareness of the process of growing up and the changes they and others will experience
- coping strategies and an awareness of how and where to seek support
- the knowledge to make informed decisions about their wellbeing, health, and relationships, including online and digital safety and wellbeing
- the tools to prepare for successful adult lives and manage the challenges and opportunities of modern Britain

The objectives of PSHCE and RE/RSE are to ensure that pupils are given the opportunities to:

- Enjoy the experience of studying and exploring issues in the world around them.
- Gain a thorough understanding of how to stay safe; in school, at home, in the community and online.
- Learn the skills of discussion and debate.
- Learn and explore healthy choices and personal safety.
- Experience a number of different methods of study including research, fieldwork and ICT.
- Explore the relationships arising from the interaction between human activity and the environment.
- Understand the need for rules, laws and government.
- Gain an awareness of equal opportunities and celebrating difference.
- Question facts and re-think their own values.

- Work individually and cooperatively

## **Our Intended Outcomes**

PSHCE education contributes to personal development by helping pupils to build their confidence, resilience, and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy, and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills, including our Skills to Thrive, for future employability and better enjoy and manage their lives. The learning outcomes of our programme will enable pupils to understand that their views and opinions will be valued and respected, whilst having a responsibility to acknowledge the views of others without judgement.

## **Teaching and Learning**

Teaching and learning take into account the ability, age, readiness and cultural backgrounds of our children and those with English as a second language to ensure that all can access fully access PSHCE education provision.

We expect our students to show a high regard for the needs of others by modelling good behaviour and using discussion and scenarios in our learning.

Distancing techniques will be employed in RE/RSE, as with other areas of the PSHCE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences. Possible disclosures will be referred to the Designated Safeguarding Lead Mrs L A Hunter or in her absence, the Deputy DSLs Mrs A Sigley, Mr A Dixon, and Mrs L Richardson, Mrs S McDonnell in line with the school Safeguarding and Child Protection Policy.

Staff delivering PSHCE lessons will critically reflect on their teaching and best practice will be shared through informal lesson observations, monitoring of planning and children's work. Staff are encouraged to stay abreast of current affairs and new developments in PSHCE and engage proactively in training opportunities. We will ensure that lessons, including those on risky behaviours remain positive in tone by managing discussion and refraining from sensationalising.

We liaise with appropriate departments on an on-going basis to ensure cross-curricular learning.

## **How We Assess Learning**

We build opportunities for both Assessment for Learning and Assessment of Learning into our provision. Children will be given the opportunity throughout the units of work to establish a baseline to ascertain prior knowledge, reflect on and evaluate their learning.

Baseline assessment, in order to understand pupils' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day to day lives and how they are progressing is a fundamental aspect of our PSHCE education, and we measure this both informally through discussion and formally through end of topic assessment, using teacher, peer and self-assessment. Progress in PSHCE education is recorded in books or folders which the children take through the school and reported to parents by way of end of term reports.

## **Involvement Of and Consultation with Pupils**

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. Pupils are always encouraged to respect and listen to everyone's point of

view. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided with reference to the "Circle of Care", but it will be made clear that in line with our safeguarding policy, confidentiality is not always possible.

Pupils are involved in the current PSHCEe provision through assessment of their learning needs and evaluation. Children are involved in a number of pastoral forums throughout the school whereby their views are sought, and where relevant, these are included in the planning of the curriculum. Examples of this are our tutor time and school council.

### **Inclusion and Differentiation**

We will identify pupils' different starting points through cultivating a non-judgemental approach. We will respect pupils' unique starting points by recognising different abilities, levels of maturity and personal circumstances, for example their own sexual orientation, gender identity, faith, or culture (which may be decided or emerging). In keeping with our inclusive values, no child will be removed from PSHCEe unless parental wishes are received. We work closely with the SEN department and are aware of the learning needs of all the children in our PSHCEe classes. We are committed to championing diversity and celebrating difference.

### **Involving Parents and Carers**

We are committed to working closely with parents and carers of all our pupils whether day or boarding. We aim to do this by giving prior notice of when RSE lessons will be taking place. Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, with the exception of the objectives included in National Curriculum Science. Those considering this option are asked to discuss this with the Headmaster. We will always answer any questions that parents may have about their child and the curriculum, by phone or email.

### **Ensuring A Balanced Curriculum**

We respect and take account of pupils' prior learning and experiences. Our curriculum is based on PSHE association recommendations and accredited resources and reflects the universal needs shared by all children and young people as well as the specific needs of the pupils at The Downs. Our PSHCE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking. The three themes of PSHCEe and RE/RSE are Relationships, Health and Wellbeing, and Living in the Wider World.

PSHCE education should prepare pupils for both their futures and their present day-to-day lives, so we aim to provide an opportunity for pupils to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

By teaching our curriculum, we will ensure that pupils are offered a balanced programme of lessons by providing the tools they need to enable them to make their own choices, while staying safe and healthy and protecting and enforcing their human rights. We will include impartial information on matters such as forced marriage, female genital mutilation (FGM) and termination of pregnancy in an age-appropriate manner. We cover FGM from a human rights perspective, so it is not specifically taught as part of PSHCEe.

### **Ensuring Equality**

We will ensure equality by being sensitive to the emerging and changing needs of our pupil body, and an awareness of the need to adapt over time as the pupil population changes. Through the PSHCEe programme we will help children to recognise the nature and consequences of

discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying and use of prejudice-based language. We will give them the tools to be able to respond and ask for help. We assess our pupils' needs through constant communication between all our pastoral channels – house parents, tutors, boarding staff, matrons, and the wider school community, and review this policy at least every year, and more often in the light of an emerging issue.

### **Staff Responsible for Delivering the Programme**

PSHCEe and RE in Early Years Foundation Stage and Years 1 & 2 is covered by class teachers. In Years 3 to 5 PSHCEe and RE is covered through 1 lesson per week, delivered by Form Teachers. In Years 6, 7 & 8, lessons are taught for 1 lesson per week, in form groups. In addition, RSE is included in Years 7&8. One teacher is responsible for delivering PSHCEe and RE/RSE in each year group.

Visitors and external agencies who support the delivery of PSHCEe will be required to adhere to the School's Safeguarding Policy and Visiting Speaker Agreement.

### **Support and Links Across the School**

Statutory RE/RSE is covered in PSHCEe lessons. In addition, learning in PSHCEe classes has links to Art, IT, DT (cookery), Drama, English, Geography, History, Music, TPR, Science and PE. PSHCEe/RE/RSE is also supported and complimented by assemblies, form time, mealtimes, the circle of care, the buddy system, extra-curricular activities, the leavers' experience and the boarding house.

Many of the topics covered in the PSHCEe programme arise directly or indirectly in other curriculum subjects. This helps to reinforce issues and supports our pupils to gain a deeper understanding of the subject, while adding to their enrichment.

In addition, PSHCEe and RE/RSE is supported and complimented by assemblies, form time, mealtimes, the circle of care, the buddy system, extra-curricular activities, the leavers' experience and the boarding house. All of these play their part in augmenting the PSHCEe and RE/RSE experience by giving our pupils opportunities for public speaking, offering support to one another, and discussing issues they feel are important. As members of a class and school community, children begin to gain an understanding of democracy and vote a member of the class to represent them at Student Council meetings.

Another important aspect of the PSHCEe and RE/RSE experience is for our pupils to recognize and embrace the many cultures and countries that are represented within our community. To that end we celebrate a number of multicultural festivals such as Chinese New Year and Diwali. We have a Languages Day and our overseas pupils are encouraged to give talks about their home country.

As a school we respond to national initiatives and organisations such as the NSPCC with regard to Keeping Safe, Anti-Bullying and Healthy Eating. We collectively support a wide range of charities, local, national, and overseas.

### **Careers**

Careers awareness takes the form of PSHCEe lessons and wider curriculum-linked activities, school trips, visits from guest speakers and careers power hours that help to challenge stereotypes and raise awareness of the wider community. Interview and presentation skills, letter writing, target setting, and timekeeping are embedded in the curriculum and social skill development occurs in areas such as tour guiding and the buddy system. For further details of best practice please refer to the following document. <https://www.careersandenterprise.co.uk/media/m42pwir3/what-works-in-primary.pdf>



## **Links to Other School Policies and Subjects on the Curriculum**

This policy complements the following policies; safeguarding children and child protection, PREVENT, online safety, mental health, boarding and welfare, Careers, anti- bullying, RE and RSE, etc.

## **General Course Outline**

### **Pre-Prep**

PSHCEe and RE in Early Years Foundation Stage and Key Stage 1 is covered by class teachers, under the guidance of the Head of Pre-Prep, as part of topic-based activities, circle time and assemblies. Traditional values are introduced throughout the year and the Pre-Prep department focuses on a 'value every three weeks. (The chosen 'value' is often selected as it may be appropriate to one or a number of pupils at that time). Pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. The programme of study that they follow is diverse, covering many different aspects of life that they will now begin to encounter. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. Pupils have opportunities to show they can take some responsibility for themselves and for the environment (supported by Outdoor Learning). Pupils begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of the school and its neighbourhood.

### **Prep School**

In Years 3 to 5 PSHCEe and RE is covered through 1 lesson per week, delivered by Form Teachers. In Years 6, 7 & 8, lessons are taught for 1 lesson per week, in form groups. One teacher is responsible for delivering PSHCEe and RE/RSE in each year group. All of this is enhanced by school assemblies and form periods. In assemblies, school values are introduced and supported throughout the whole school.

The scheme of work involves pupils taking part in a range of individual, pair and group activities, in addition to whole-class discussions. The aim is to involve the pupils actively in discovering answers to the questions raised. There are numerous opportunities for other activities such as role-plays, interviewing, surveys, the use of IT and research. The topics concentrate on developing pupils' self-knowledge and their abilities to understand and manage their feelings, to handle relationships with other children and within their families, and to organize and manage their lives. They examine different cultures, lifestyles and disabilities, promoting equal opportunities, physical and emotional wellbeing, personal hygiene, safety, online safety and digital wellbeing, good nutrition and RE/RSE.

During the last few weeks of Year 8, post Common Entrance, the "Leavers' Experience" includes sessions on Drug Education, First Aid, Contraception and STIs that complement the Science curriculum.

It should be noted that at no time should a current issue be overlooked because the syllabus is being followed to the letter. It should be remembered that pertinent issues can and should be raised when and where appropriate and spare lesson time is incorporated into the medium-term plan to allow for this.

## PSHCEe Long Term Plans

### Pre-Prep School (EYFS and KS1)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>LWW – Classroom Rules and Routines – understanding the importance of following these and how they keep us safe within our school and in the wider environment</p> <p>R – My Special People – identifying special people in our lives</p>	<p>R – Identifying different emotions and discussing how we can recognise and manage these</p>	<p>HW – Healthy living, understanding of what a healthy diet is and the importance of exercise</p>	<p>LWW – Celebrating the similarities and differences between our friends and in communities in the wider world – particularly in our chosen country for this half terms learning</p>	<p>HW – Internet Safety – how to be safe when using phones, iPads, computers at home</p> <p>R – Friendships – how to share ideas and comprise in different situations</p>	<p>HW – Change – Moving on up – how to embrace different experiences and manage emotions surrounding change</p>
<p>KS1</p> <p>Years 1 &amp; 2</p> <p>Year 1 of 2-year cycle</p>	<p><b>Relationships - Heroes</b></p> <p><b>Unit 2 – Growing Up</b></p> <p>Linked very much to topics in Health and Wellbeing, focus in science and PSHE topic lessons on parts of the body, reproduction, puberty, consent and healthy relationships.</p> <ol style="list-style-type: none"> <li>1. Our Bodies</li> <li>2. Is it ok?</li> <li>3. Pink and Blue</li> <li>4. Your Family, My Family</li> </ol>		<p><b>Health and Wellbeing – Fighting Fit</b></p> <p><b>Unit 2 – It's My Body</b></p> <p>From basic anatomy to nourishment, self-care and puberty; personal safety including boundary-setting; to the value of sleep and being active. Children should have the opportunity to learn about how we can look after our amazing bodies that carry us through life.</p> <ol style="list-style-type: none"> <li>1. My Body, My Business</li> <li>2. Active and Asleep</li> </ol>		<p><b>Health and Wellbeing – Towers and Turrets</b></p> <p><b>Unit 1 - Safety First</b></p> <p>It's important that children learn how to be safe – to protect others and themselves. Sub-topics in this topic could include road safety – including cycling – information about 'people who can help', dangerous substances, risks and hazards at home and learning how to be safe online.</p> <ol style="list-style-type: none"> <li>1. Keeping Safe</li> <li>2. Staying Safe at Home</li> </ol>	



	5. Getting Older 6. Changes	3. Happy Healthy Food 4. Clean as a whistle 5. Can I eat It? 6. I can Choose	3. Staying Safe Outside 4. Staying Safe around Strangers 5. Safe Secrets and Surprises 6. People Who Can Help
KS1 Year 2 of 2-year cycle	<p><b>Health and Wellbeing - Space</b></p> <p><b>Unit 4 – Aiming High</b></p> <p>Support your pupils and children as they imagine the world they want to be a part of when they grow up. What do they like to learn about? Do they have any dreams of what they want to be: a wildlife filmmaker, a writer; an architect or botanist; renewable energy engineer or a baker?</p> <ol style="list-style-type: none"> <li>1. Star Qualities</li> <li>2. Positive Learners</li> <li>3. Bright Futures</li> <li>4. Jobs For All</li> <li>5. Going for Goals</li> <li>6. Looking Forward</li> </ol>	<p><b>Relationships – Dinosaurs</b></p> <p><b>Unit 1 - TEAM</b></p> <p>Teach children that together, everyone achieves more: highlight how resolving differences and working as a group can produce something amazing.</p> <ol style="list-style-type: none"> <li>1. Together Everyone Achieves More</li> <li>2. Listening</li> <li>3. Being Kind</li> <li>4. Bullying and Teasing</li> <li>5. Brilliant Brains</li> <li>6. Making Good Choices</li> </ol>	<p><b>Living in the Wider Community – Explorers</b></p> <p><b>Unit 2 - Respecting Rights</b></p> <p>This can link to the Relationships unit, too. Teach children the value of universal human rights; how we can make sure that everyone's human rights are met and highlight inspiring human rights heroes around the world. Human rights should be shared by all people – no matter who they are or where they are from. These rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. Units like this one help children <b>to understand that no one should take away their rights.</b></p> <ol style="list-style-type: none"> <li><b>1. Rights to Know</b></li> <li><b>2. Protecting Our Rights</b></li> <li>3. Respecting Others</li> <li>4. Everybody is Different</li> <li>5. Is it Fair?</li> <li>6. Taking Part</li> </ol>

Pre-Prep Assemblies	Collaboration Communication Curiosity Reflection Resilience Motivation Creativity Independence Remembrance Day Harvest	Relationships  Unit 4 – Be Yourself   Unit 3 - VIPs	Health and wellbeing  Unit 3 – Think Positive   Living in the Wider Community  Unit 1 – One World
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## KS2

Year 3				
<u>Health and Wellbeing: Aiming High.</u>  Growth Mindset,  Resilience, Goal Setting, jobs and  stereotyping	<u>Relationships: TEAM</u>  Teamwork and responsibilities, conflict resolution	<u>Relationships: Growing Up</u>  Naming parts of the body, growing and changing, Privacy and staying safe, Different types of families, challenging stereotypes, staying safe	<u>Health and Well Being: It's my Body</u>  Sleep diet exercise, harmful substances, consent	<u>Health and Well Being: Think Positive</u>  Feelings, attitudes and mental health. managing difficult emotions, taking responsibility for decisions, growth mindset

Year 4				
<u>Health and Wellbeing: Safety First</u>  Responsibilities, risks, road safety, dangerous substances, safety at home, emergencies.	<u>Relationships: Be Yourself</u>  Positive choices, confidence, being assertive, identity and the media, making amends.	<u>Relationships: VIPs</u>  Friendships, Anti-Bullying	<u>Living In the Wider World: Diverse Britain</u>  Different people, rules, Law, liberty democracy and tolerance	<u>Health and Well Being: Digital Wellbeing</u>  Balancing the benefits and risks of online and offline activity, online safety and privacy.
Year 5				
<u>Health and Wellbeing: Aiming High.</u>  Learning styles and strategies, opportunities, innovation, enterprise and aspirations	<u>Relationships: TEAM</u>  Communication, collaboration compromise, care. Respect, discrimination.	<u>Health and Wellbeing: It's My Body</u>  Hygiene, harmful substances autonomy, consent, body image and the media, healthy choices. (FGM is described as an operation of female private parts)	<u>Health and Well Being: Digital Wellbeing</u>  Etiquette and healthy online behaviour, benefits and risks online, how to stay safe and get help, online bullying, fake news.	<u>Relationships: Be Yourself</u>  Positive self image, confidence, managing peer pressure.
Year 6				

<u>Health and Wellbeing: Safety First</u>  Danger, peer pressure, emergencies, safety.	<u>Relationships: Growing Up</u>  Emotions and families  Growing Up talk (puberty and physical changes) immediately after half-term should be close to beginning of this topic. Separate sessions for Boys and Girls	<u>Health and Well Being: Think Positive</u>  Thoughts, feelings, emotions, mindfulness, balanced lifestyle	<u>Relationships: VIPs</u>  Respect, kindness, differing viewpoints, peer pressure, secrets and dares, healthy and unhealthy relationships.	<u>Living In the Wider World: Diverse Britain</u>  British identities and communities, respect for the law, local and national government, contributing to society.
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### Legacy KS3 (note that KS3 includes Y9)

	Term 1	Term 2	Term 3
Year 7	Me: Personal qualities and targets. Relationships with others: Making new friends. Self-esteem and positive relationships E Safety Talk (pupils and parents)	Other people: Rights and responsibility. Identity. Valuing difference. Equal opportunities. Diversity, Discrimination and prejudice	Bystander or Upstander? Bullying including cyber bullying Managing on- and off-line friendships
Year 8	Personal review and Target setting: Growth mindset, smart targets  Wellbeing: Taking care of my emotional health, work life balance, healthy lifestyle, personal support networks, friends, resilience and reframing failure, managing difficult emotions and mindfulness.  E Safety Talk (pupils and parents)	Wellbeing: Taking care of myself in the world  Healthy lifestyle influences, peer and media influence, self-esteem, The issues of unwanted contact, consent (in general terms), social media privacy and digital footprints/ online reputation.	...cont.  Leavers' Experience: First aid, contraception, drugs and STIs  Possible visit of MP

### New KS3 for (Y7 from Sept 2022) (NB. KS3 includes Y9)

	Term 1	Term 2	Term 3
Year 7	<p>Puberty, personal hygiene, emotions, friends</p> <p>Recognising and managing risk, peer pressure and being assertive, bullying, gangs and knife crime. <b>Online Safety Talk (pupils and parents)</b></p>	<p>Being healthy, supporting and improving health and emotional wellbeing and mental health, resilience, self-esteem, confidence, self-care and support services</p>	<p>Identity, types of families, family relationships and responsibilities, gender identity, stereotypes, faith and values, appreciation</p>
Year 8	<p>Recognising and maintaining healthy relationships, communication skills, commitment, recognising and dealing with unhealthy and abusive relationships</p> <p>Understand the choices around sex, consent, sexual images and the law relating to them. Conception, pregnancy and choice, and birth, how to find information and help.</p> <p>NB : Some of this topic may be delayed to the end of the course depending on the cohort.</p> <p><b>Online Safety Talk (pupils and parents)</b></p>	<p>Successful communities, difference, negotiation and mediation, hate crimes and radicalisation, volunteering and voluntary agencies, prejudice and discrimination.</p>	<p>Drugs and the law, the impact of drugs on society and individuals, managing risky situations, support and help.</p> <p>Leavers' Experience: First aid, CPR, contraception, STIs</p> <p><b>Possible visit of MP</b></p>

