

PERSONAL, SOCIAL, HEALTH, & ECONOMIC (PSHE) EDUCATION and RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

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Reviewed By	Deputy Head Pastoral, Head of Junior School, Head of PSHE (Senior School) and PSHE Subject Leader (Junior School)
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1. Introduction

- 1.1 The Personal, Social, Health & Economic (PSHE) and Relationships and Sex Education (RSE) programmes taught at North London Collegiate School (the School) are designed to support the School’s aims and develop knowledge and understanding within the students themselves, as well as the world they are living in.
- 1.2 North London Collegiate School understands PSHE and RSE to be a learning process about physical, moral and emotional development. RSE focuses on the importance of family life, relationships, respect, love and care, and is also about the teaching of sex, sexuality and sexual health and safety.
- 1.3 The PSHE and RSE programmes are taught through dedicated lessons, supporting activities in form times, assemblies, and external speakers. There is also an important link to be made with home; as the task of educating the students is shared. Parents are therefore invited to listen to speakers and seminars on relevant topics.
- 1.4 The School works with Dr Kathy Weston and is a “Tooled Up School”. The School also works closely with the founder of ‘Girls on Board’, Andrew Hampton. This provides many helpful resources and talks for parents on a variety of topics.
- 1.5 The policy and PSHE and RSE programmes have been produced through consultation with the Department for Education (DfE) and PSHE Association guidelines. Students have also been involved in the creation of the programme through discussions and feedback.

1.6 The policy must be read in conjunction with the following which are available on the School [website](#):

- Anti-bullying Strategy
- Curriculum Policy – Appendix A: Spiritual, Moral, Social and Cultural development of pupils across the curriculum
- Digital Safety Policy for Pupils
- Equal Opportunities Policy
- PSHE Handbook (internal document)
- Safeguarding and Child Protection Policy
- Smoking, Alcohol and Drugs Policy (internal document)
- Special Educational Needs and Disabilities (SEND) Policy
- Visiting Speakers Policy (internal document)
- Wellbeing Policy
- Use of Racial Language in classroom context Policy

1.7 This policy applies to the whole School from Early Years Foundation Stage (EYFS) to sixth form.

1.8 This policy is available on the School website.

1.9 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at Office@nlcs.org.uk to request hard copies which can be made available in large print or other accessible format if required.

2. Aims and objectives

2.1 The aims of the Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) programmes at NLCS are underpinned by the School's values. The goal is to enable all students to make the most of their abilities, realise what is attainable, feel valued, embrace new challenges, respond to setbacks and look outwardly into society where they are empowered to lead responsible, healthy, and assertive lives.

2.3 Objectives of PSHE and RSE include:

- Fulfil our statutory obligations to deliver Relationships and Sex Education (RSE)
- Students will have a clear understanding of appropriate relationships and the laws surrounding these.
- Students will cover age-appropriate topics on Relationships and Sex Education to aid the individual to work out a personal morality and value system, respecting cultural, religious and family background.
- Students will consider how to adopt healthy nurturing relationships of all kinds, not just intimate relationships.
- Students will understand the importance of inclusivity and respect for diversity in today's modern society, through an understanding of, but not limited to,

protected characteristics, such as disabilities, religious beliefs, sexual orientations, and age.

- Students will develop an age-appropriate understanding of physical, mental, sexual, and emotional health and the ways to recognise when adjustments and improvements are needed and how.
- Students will be equipped to explore and understand their feelings, attitudes and values and those of others, and to address legal, moral and social questions relevant to forming healthy, enjoyable and fulfilling relationships
- Students will develop confidence in their ability to achieve their aspirations and self-awareness to make informed choices about future life decisions.
- Students will develop the skills and knowledge to have respect for others and to equip them with the ability to deal with a range of spiritual, moral, cultural and political issues, through articulating themselves sensitively and thoughtfully, their feelings clearly and listening well, along with the ability to empathise and sympathise with the views of others.
- The programme will promote student engagement with the fundamental British values; and as part of this to encourage students to have respect for democracy and support for participation in the democratic process, including respect for the basis in which the law is made and applied in England.
- The programme aims to allow the individual to make decisions from knowledge, using critical thinking. It also aims to inform the individual about where to get further help and advice if required.

2.4 PSHE and RSE will be taught sensitively and inclusively respecting the backgrounds and beliefs of pupils and parents and carers, with mental wellbeing being central to these subjects.

2.5 This policy sets out both the rights of parents and carers to withdraw their child from sex education (but not relationships education) and the process the Head will follow when considering a request from a parent. 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.

2.6 The 2021 [OFSTED review of sexual abuse in schools and colleges](#) recommends that schools focus on several issues in light of disclosures on the website “Everyone’s Invited” about sexual harassment and sexual violence involving schools and universities. Continued revisions are being made / have been made to the PSHE programme to discuss healthy relationships, sexual harassment and sexual violence, consent, child on child abuse and explicit images.

3. Statutory and regulatory framework

3.1 This policy complies with and / or has regard to the following:

- DfE statutory guidance - [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)
- [PSHE education Guidance \(September 2021\)](#)

- Department for Education (DfE) statutory guidance - [Relationships Education, Relationships and Sex Education, and Health Education](#);
 - [Special Educational Needs and Disability Code of Practice \(January 2015\)](#)
 - [Equality Act 2010](#)
 - [Physical health and mental wellbeing \(Primary and secondary\) \(September 2021\)](#)
 - DfE statutory guidance - [Special Educational Needs and Disability Code of Practice \(January 2015\)](#); and
 - DfE statutory guidance (July 2025) - [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- 3.2 The Relationships Education, Relationships and Sex Education and Health Education Regulations (England) Regulations 2019 states that as of the summer term 2021 pupils receiving primary education must be taught Relationships Education, and pupils receiving secondary education must be taught Relationships and Sex Education. Personal, Social, Health and Economic education (PSHE) continues to be compulsory in independent schools.
- 3.3 Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The School will make reasonable adjustments to alleviate disadvantage, and comply with the Special Educational Needs and Disability Code of Practice when planning the RSE curriculum.

4. Scope and responsibilities

- 4.1 This policy covers the planning and teaching of PSHE and RSE across the School.
- 4.2 The PSHE and RSE programmes are led by the Head of PSHE in the Senior School and by the PSHE Subject Leader in the Junior School who work in conjunction to ensure there is a spiral programme throughout the School. A spiral programme ensures that topics gradually increase in content and depth to match the growing needs and understanding of students.
- 4.3 The PSHE subject lead and Deputy Head Pastoral are responsible for the creation and implementation of the PSHE and RSE policy in the Junior School; whilst the Deputy Head Pastoral and the Head of PSHE are responsible in the Senior School.
- 4.4 NLCS has a team of dedicated PSHE staff who are trained to teach RSE. Staff are not able to opt out of teaching RSE, but rather if they have concerns about teaching RSE they are encouraged to discuss this with the Head of the Junior School, or the Deputy Head Pastoral and Head of PSHE in Senior School.

- 4.5 The Head of PSHE and the Junior School PSHE subject leader are responsible for ensuring that all teachers who deliver PSHE and RSE are appropriately trained.
- 4.6 The Head, working with the Head of the Junior School and the Deputy Head Pastoral, is responsible for ensuring RSE is taught consistently across the School, and for managing requests to withdraw from non-statutory components of RSE.
- 4.7 The Governors of the School are responsible for this policy. The Governors' Pastoral, Safeguarding and Compliance Committee will review and approve this policy on an annual basis.

5. Policy development

- 5.1 The School is committed to working closely with parents/guardians to deliver high quality meaningful PSHE and RSE. This is because as primary carers parents are uniquely placed to discuss these issues with their children whilst maintaining the culture and ethos of their family.
- 5.2 The School will seek to work in partnership with parents to enable parents to feel confident about the PSHE and RSE programme, including that it will be delivered sensitively and inclusively, respecting backgrounds and beliefs.
- 5.3 This policy has been developed in consultation with parents, staff and pupils and involved the following steps:
 - Review – all relevant information including DfE guidance reviewed
 - Parent consultation – parents were sent the draft RSE policy in the Autumn Term of 2020 and invited to make suggestions for development. In light of additional government guidance published in September 2025 (with implementation from September 2026), parents and guardians will be consulted again in July 2026 and invited to a webinar in September 2026 where they will be able to provide feedback and ask questions.
 - Pupil consultation – Senior School pupils are asked for feedback at the end of PSHE and RSE modules and again at the end of each academic year. All students are asked about their experience of PSHE and RSE in the student Wellbeing Survey (conducted in November each year).
 - Staff consultation – staff responsible for delivering PSHE and RSE are provided with regular opportunities to review the curriculum and feedback.
 - In light of student, parent and staff feedback, this policy is modified where appropriate.
 - Governing Body – this policy will be reviewed by the School's Pastoral, Safeguarding and Compliance Committee and ratified by them

6. Safeguarding

- 6.1 The nature and content of lessons at times means students may share information of a personal nature. Where possible this information should be treated sensitively.
- 6.3 Students should feel able to ask any question they wish and that their questions are valued. However, consideration is given to responses to ensure they are appropriate to prior learning and readiness of students.
- 6.4 Teachers can ask a student to wait for an answer to a question if they need time to consult with the Designated Safeguarding Lead (DSL) or another member of staff.
- 6.5 Staff are aware that effective PSHE and RSE, brings an understanding of what is and what is not appropriate, and that this can lead to a disclosure of a safeguarding or child protection issue. If a student makes a disclosure the teacher should never promise confidentiality and the usual child protection procedures must be followed in line with the Safeguarding and Child Protection policy.
- 6.6 Students are regularly reminded about who to contact if they would like to talk, for example: the School Nurse and Healthcare Professional in the Medical Centre, School Counsellors, Heads of Section, Form Tutors and Heads of Year and Junior School Deputy Heads.
- 6.7 Telephone numbers or websites of relevant supporting agencies and organisations are displayed in lessons where appropriate.
- 6.8 Observation of PSHE and RSE lessons are undertaken by the Head of Junior School or Junior School PSHE subject leader, and the Deputy Head (Pastoral) or Head of PSHE for Senior School to ensure consistency of teaching and the safety of pupils.

7. Defining and delivering RSE

- 7.1 RSE focuses on the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 7.2 RSE is not about the promotion of sexual activity.
- 7.3 All Senior School students receive RSE during Biology and PSHE lessons.

- 7.4 Within RSE, the Senior School defines non-statutory sex education as lessons that promote an understanding of the following issues:
- Reproductive health
 - Sexually Transmitted Infections (STIs)
 - Cultural differences
- 7.5 The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. The Junior School delivers RSE as set out in the Junior School curriculum plan whilst the Senior School delivers RSE as part of a timetabled PSHE program supplemented with extra-curricular talks and activities.
- 7.6 One to one training is provided internally by the Head of PSHE and Junior School PSHE subject leader for staff, together with opportunities from external organisations, for example the PSHE Association and other relevant organisations.

8. Creating a safe and supportive learning environment

- 8.1 The School is committed to creating a safe and supportive learning environment where PSHE and RSE is taught. Lessons are introduced and structured to ensure that respectful listening occurs. This is set up at the start of each term and topic and reiterated when required.
- 8.2 A strong rapport is built with the teacher through a positive classroom atmosphere of mutual respect and where no question or comment is dismissed or disregarded, which allows for open discussions and sharing of knowledge without judgement.
- 8.3 We expect our students to consider others' needs by respectfully listening and abiding by the ground rules which are established at the start of each year and revisited as required. Teachers are encouraged to create a partnership agreement with their classes at the start of each academic year and to refer to it when necessary.

9. PSHE and RSE curriculum

- 9.1 The Junior School and Senior School's curricula for the 2025/26 academic year are found in Appendix A.
- 9.2 The School reserves the right to adapt the curricula as and when necessary.
- 9.3 Staff delivering RSE will be trained in answering questions pertaining to sex or sexuality which go beyond that set out for Relationships Education, and also questions that are better not dealt with in front of a whole class. If pupils raise

questions outside the scope of the curriculum, staff will respond in an appropriate manner.

10. PSHE and RSE resources

- 10.1 Resources used by the Junior School and Senior School when delivering RSE during the 2025/26 academic year are set out in Appendices B and C respectively.
- 10.2 What pupils should know by the end of primary and the end of secondary school, as set out in the DfE statutory guidance [Relationships Education, Relationships and Sex Education and Health Education](#)
- 10.3 The School reserves the right to vary resources as and when necessary.

11. Equal opportunities within the PSHE and RSE programmes

- 11.1 The School is proud of its heritage of supporting, embracing and celebrating all members of the School community. The School promotes the needs and interests of all students, irrespective of age, sexual orientation, race, religion or beliefs and disability.
- 11.2 The School ensures that students with Special Educational Needs and Disabilities (SEND) requirements are known to PSHE and RSE teachers and ensure these are taken into consideration in the delivery of lessons.
- 11.3 The Head of PSHE and the PSHE Subject Leader ensure the PSHE programme is continually updated and relevant to the current needs of students. This is done through feedback and discussions with pupils, PSHE Association recommendations, guidance from the Department of Education and keeping up to date with current news.
- 11.4 The School is aware that some students may be more vulnerable than others in different lessons, for example, due to the death or serious illness of a close relative, mental health issues etc. PSHE and RSE staff and Junior School form teachers are informed in these instances by Pastoral Staff / Head of PSHE / Subject Lead and approaches to learning will be adapted for those students where needed. For example, having the option to leave a lesson and take time out in the Medical Centre.
- 11.5 In the Senior School students are advised of the overview of the programme of study and updated on a half termly basis. Students will also be notified if there are any potentially challenging topics, so that students can identify and speak with the teacher if they have any concerns. In the Junior School, the termly curriculum newsletters inform parents of the topics to be covered.

11.6 Respect for fundamental British values and protected characteristics are central to the design of the PSHE and RSE programmes.

12. Intended outcomes

12.1 As a result of the PSHE and RSE programmes, students will both now and in their future lives:

- Understand the importance of inclusivity and respect for diversity
- Be able to use their critical thinking to make informed life choices
- Be aware of their bodies and their rights
- Know and understand the need for healthy eating and exercise
- Understand the range of feelings and emotions they may encounter
- Be able to recognise when and how to ask for help when needed
- Be confident in themselves and strive to reach their aspirations
- Develop skills to deal with a range of different situations sympathetically and sensitively
- Understand the importance of listening to others
- Understand how they play a part of society and how their conduct affects others
- Be aware of dangers
- Know how to stay safe both in person (self-defence) and online.
- Have the knowledge to make informed choices about how they live
- Develop life skills to enable them to continue to develop and grow
- Learn about fundamental British values

13. Teaching and learning

13.1 Principles and methodology – PSHE and RSE lessons do not promote any politically partisan views or ideological standpoints.

13.2 The School is aware that all students will come into lessons with differing prior knowledge and experiences. Students are encouraged to share their understanding of different topics discussed to aid the learning of others and build confidence in participation.

13.3 Knowledge and understanding are ensured and built on through a spiral curriculum from Early Years to Sixth form.

13.4 Where possible, any new topics are started by determining students' prior knowledge.

13.5 The PSHE and RSE programmes will be taught through a range of teaching methods, including role play, discussion, debate, circle time, power points, videos and photographs etc.

13.6 The School will help students make connections between their learning and ‘real life’ behaviours by using relatable examples and linking to other parts of the School curriculum.

14. Planning and timetabling

14.1 PSHE and RSE lessons take place weekly within the School timetable from Reception to Year 11.

14.2 Years 12 and 13 complete a unit of time within the academic year, delivered in a rotation block as well as discretely through Form Time, Layer Assemblies, Senior Societies and Afternoon Activities Options. The provision is further enriched upon where required in form times, assemblies and with external speakers.

14.3 Wherever possible links are made to other curriculum areas to support and supplement the work done in other subjects and to avoid PSHE and RSE being viewed in isolation.

14.4 The PSHE and RSE programmes are taught through three main strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

14.5 Lessons are sensitive to a range of views, but the School ensures that students always have access to the learning they need to stay safe, healthy and protect and enforce their human rights.

14.6 Lessons and themes are constantly adapted to reflect the needs of the students at any time.

15. Assessment

15.1 The School assesses students’ learning and progression through a variety of different methods, appropriate to the material being taught and the age of the students.

15.2 Assessment styles include:

- Reflective writing
- Discussions
- Presentations of topics
- Individual input into activities
- Q&A sessions
- End of topic quizzes
- Two-tone mind maps

- Worksheets
- Self-evaluation

15.3 These various methods of assessing students' engagement with PSHE and RSE provide vital feedback to the School on their progress, giving a basis to provide individual support where necessary.

15.4 Each pupil's progress will be assessed with regard to the School's principles for progression in PSHE and RSE employing the 'I Can' Statements for Upper School and Sixth Form. In the Middle School students complete tasks on PSHE Notebooks. In the Junior School, teachers assess using a variety of resources including those from the SCARF (Coram Life Education) Scheme.

16. Staff training and delivery

16.1 Training is provided to all PSHE and RSE teachers and is coordinated by the Head of PSHE and the PSHE Subject Leader. This is a combination of internal training and sharing of best practice as well as external courses where appropriate. Staff also have access to Dr Kathy Weston "Tooled Up" resources and sessions are co-ordinated for students, parents and staff. In addition, all PSHE leads have access to PSHE association.

16.2 New teachers are provided with all-round training to enhance their skills within the PSHE classroom. More experienced teachers are provided with bespoke training to develop their skills further.

16.3 Extensive teacher guidance is included in the PSHE Senior School Handbook, Junior School Scheme of Work, PSHE Team and throughout lesson material to ensure it is delivered in a safe and consistent manner. Teachers receive appropriate assistance with lessons.

16.4 PSHE and RSE is taught by the classroom teacher from Reception to Year 6.

16.5 In the Middle, Upper School and Sixth form PSHE and RSE lessons are taught by a core group of teachers, inclusive of experienced PSHE teachers, Heads of Year, Heads of Section, Assistant Heads, Deputy Head Pastoral and those Form Tutors who exhibit a passion for PSHE.

16.6 PSHE and RSE teaching will be supported by consultation of the teachers, subject leads, the Assistant Heads and Deputy Head (Pastoral) to ensure the programme is relevant to students and reinforcement is timely.

- 16.7 The Head of PSHE will liaise from time to time with the Science, History, PE, Philosophy and RS department with respect to delivering information and linking the two subject areas together.

17. Involving parents

- 17.1 The School recognises and values the need to work in partnership with parents and carers to ensure students develop knowledge and understanding of themselves, as well as the world they are living in. In order to fulfil this aim the School is committed to working with parents and carers.
- 17.2 Information about PSHE topics is communicated to parents at the start of the academic year along with examples of resources used to support student development. Parents are provided with an opportunity to ask questions or feedback. Parents are consulted about the RSE Policy and curriculum.
- 17.3 Workshops and seminars are available throughout the year for parents to support student learning. Parents are invited to a 'Parent and Daughter' talk about puberty in the Junior School. The School is also affiliated with "[Tooled Up Education](#)" - a resource that aids teachers and parents.

18. Right to withdraw

- 18.1 The School recognises that parents have the final decision about their child's sex education. Parents have the right to withdraw their child from some or all of sex education delivered as part of statutory RSE, up to three terms before their child turns sixteen, in line with government guidance.
- 18.2 The right to withdraw relates only to sex education and does not extend to the teaching of biological aspects of human growth and reproduction as provided as part of the science curriculum (whether part of GCSE Biology or included as part of the curriculum for younger pupils).
- 18.3 If parents wish to exercise their right to withdraw their child from sex education they must contact the Head in writing at the [School address](#), or via email at: head@nlcs.org.uk in the Senior School or to The Head of the Junior School. The Head or Deputy Head will discuss the request with the parents and, as appropriate, with the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. During this discussion the Head, or their Deputy, will explain the benefits of receiving sex education and any detrimental effects that withdrawal may have on the child.

- 18.4 Once those discussions have taken place, except in exceptional circumstances, the School will respect the parents request to withdraw their child, up to and until three terms before the child turns sixteen. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms.
- 18.5 The process is the same for pupils with SEND. There may be exceptional circumstances where the Head may wish to take a pupil's specific needs arising from their SEND into account when making the decision.
- 18.6 The Head will automatically grant requests to withdraw a pupil from any sex education delivered in the Junior School, other than as part of the science curriculum.
- 18.7 Where pupils are withdrawn from sex education, alternative arrangements will usually be made for private study in the library.
- 18.8 Parents do not have the right to withdraw their child from relationships education.

19. Monitoring and review

- 19.1 The Head and Senior Team will regularly monitor and evaluate the effectiveness of this policy.
- 19.2 This policy and its implementation will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Deputy Head Pastoral, Head of PSHE and the Head of Junior School and PSHE Subject Leader in Junior School.
- 19.3 This policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the relevant committee of the Governing Body.
- 19.4 The date of the next review is shown on the front page.

Appendix A: Whole School PSHE Curriculum Map

Diversity / Inclusion = topics that explicitly deal with differences (families, culture, religion, gender, stereotypes, equality, democracy).

RSE = statutory Relationships & Sex Education topics (friendships, families, safe/unsafe relationships, consent, puberty, reproduction, online safety).

	Health and Wellbeing	Relationships	Living in the wider world
EYFS	<p>Physical Health / Mental Wellbeing: Healthy eating, exercise and sleep</p> <p>Growing and Changing: Life stages – plants, animals, humans Me and my body</p> <p>Keeping Safe: Keeping myself safe</p>	<p>Families and Friendships: Why I am special Likes and dislikes My family Me and my special people Same and different families</p> <p>Safe Relationships: Who can help me?</p> <p>Respecting Ourselves and Others: Valuing differences My feelings</p>	<p>Belonging to a Community: Caring for our world Rules to keep us safe</p> <p>Media Literacy and Digital Resilience: Keeping safe online</p> <p>Money and Work: Looking after money</p>

<p>Year 1</p>	<p>Keeping healthy: We all have feelings</p> <p>Growing and Changing: Our feelings Our bodies ☒☒</p> <p>Keeping Safe: Keeping safe Rights and responsibilities</p>	<p>Families and Friendships: Class rules Good friends</p> <p>Safe Relationships: Keeping safe online Special people in our lives</p> <p>Respecting Ourselves and Others: Being kind Valuing ourselves and others</p>	<p>Belonging to a Community: What rules are Caring for our environment</p> <p>Media Literacy: Using the internet safely</p> <p>Money and Work: Strengths and interests Jobs in the community</p>
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<p>Year 2</p>	<p>Keeping Healthy: Our health Healthy choices</p> <p>Growing and Changing: Life cycles Healthy bodies Physical and emotional changes</p> <p>Keeping Safe: Personal safety Medicines and me</p>	<p>Families and Friendships: Different types of family Making friends Bullying or teasing</p> <p>Safe Relationships: Privacy Secrets and surprises</p> <p>Respecting Ourselves and Others: Respecting similarities and differences</p>	<p>Belonging to a Community: Belonging to groups Improving the local area</p> <p>Media Literacy: Using technology responsibly</p> <p>Money and Work: Strengths and interests Jobs in the community</p>
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<p>Year 3</p>	<p>Being fit and healthy; What keeps us healthy</p> <p>Growing and Changing: As I grow All about me</p> <p>Keeping Safe: Keeping safe and well Everyday safety</p>	<p>Families and Friendships: Family and friends Differences and similarities</p> <p>Safe Relationships: Rules for keeping safe Secrets and when to share them</p> <p>Respecting Ourselves and Others: Valuing me Respecting differences</p>	<p>Belonging to a Community: Community rules Volunteering</p> <p>Media Literacy: The internet and everyday life</p> <p>Money and Work: Saving, spending and budgeting Jobs and skills</p>
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<p>Year 4</p>	<p>What makes me healthy? Mental health and wellbeing</p> <p>Growing and Changing: Inside my wonderful body Making choices Healthy friendships</p> <p>Keeping Safe: Keeping safe online and offline Responding in emergencies</p>	<p>Families and Friendships: What makes a family? Friendships</p> <p>Safe Relationships: Ok or not ok? Secrets and safety</p> <p>Respecting Ourselves and Others: Respecting differences Respectful relationships</p>	<p>Belonging to a Community: Rights and responsibilities Caring for the environment</p> <p>Media Literacy: News, media and information</p> <p>Money and Work: How money is used World of work</p>
<p>Year 5</p>	<p>Healthy lifestyles Sleep, nutrition and exercise</p> <p>Growing and Changing: Puberty changes Reproduction and relationships Managing feelings</p> <p>Keeping Safe: Keeping safe out and about; Risk and danger</p>	<p>Families and Friendships: Different types of relationships Healthy friendships</p> <p>Safe Relationships: Keeping safe and healthy online; Consent and saying no</p> <p>Respecting Ourselves and Others: Valuing diversity; Respecting differences</p>	<p>Belonging to a Community: Rules, rights and responsibilities Protecting the environment</p> <p>Media Literacy: Online safety Evaluating information</p> <p>Money and Work: Enterprise Jobs and skills for the future</p>

<p>Year 6</p>	<p>Healthy bodies and healthy minds ; Coping with feelings</p> <p>Growing and Changing: Puberty and reproduction Emotions and feelings Transitions</p> <p>Keeping Safe: Keeping safe online and offline Keeping safe in the community Emergencies</p>	<p>Families and Friendships: Solve the friendship problem ; Roles and responsibilities in families</p> <p>Safe Relationships: Don't force me (consent, forced marriage) Keeping secrets safe</p> <p>Respecting Ourselves and Others: Valuing differences Respectful relationships</p>	<p>Belonging to a Community: Democracy and government Active citizenship</p> <p>Media Literacy: Social media Online influence and safety</p> <p>Money and Work: Budgeting and saving; Careers and aspirations</p>
<p>Year 7</p>	<p>Settling in Transition to senior school Organisation and Resilience Personal safety during travel Road safety awareness Asking for help</p> <p>Health and growth Body changes Hygiene during puberty Nutrition and Hydration Emotional changes Recognising self – harm Body image Skincare</p>	<p>Diversity Benefits of diversity Family differences Friendship Anti-bullying Behaviour on social media Positive bystander</p> <p>Building friendships Self-worth Self-esteem Cyberbullying Relationship boundaries</p>	<p>Media Literacy Staying safe online Social media etiquette Device time management</p> <p>Financial literacy Taxes Budgeting Financial choices Aspirations</p> <p>Skills Reflection and planning. Group work</p>

	Allergy awareness		
Year 8	<p>Emotional wellbeing Positive thinking Resilience Recognising anxiety Mindfulness</p> <p>Puberty Body changes Hormones and their effects Periods – regular and irregular Nutrition and periods</p>	<p>Discrimination Kindness Privilege Discrimination Disabilities</p> <p>Relationships with peers Types of relationships Peer pressure Consent Breakdown of relationships Personal safety Being an emotion scientist</p>	<p>Digital awareness Grooming What sexting is Media portrayal of bodies</p> <p>Choices Effects and reason people use: Vaping Smoking Alcohol Drugs</p> <p>Financial literacy Debit and credit cards</p>
Year 9	<p>Healthy lifestyle Whole body wellbeing Brain memory Muscle memory Heart rate Training to aid health Anxious vs anxiety</p> <p>Awareness of effects</p>	<p>Respectful relationships You Healthy relationships Types of relationships Communication Consent</p> <p>Intimate Relationships More than friends Consent</p>	<p>Setting goals Recognising strengths Dealing with failure Ways to learn Future careers</p> <p>Challenging self Successes</p> <p>Financial literacy</p>

	<p>Effects of alcohol on the teenage brain Different alcohol units First aid and action for vomit</p>	<p>Communication The laws Safe sex Contraception STIs Parenting and pregnancy Families</p>	<p>Government institutions Social Media, online shopping and fraud</p>
Year 10	<p>Balancing life Juggling commitments Importance of extracurricular activities Personal values Legal and long-term effects of drug use Sleep</p> <p>General health The NHS and how to use it Basic CPR First aid progression Grief Basic self-defence</p>	<p>Yourself Mental health Stress OCD Psychosis Disordered Eating Comfortable in our bodies</p> <p>Healthy relationships Effects of the media Consent Pornography Sexting Indecent images</p>	<p>This Country British values Parliament The Economy Careers and stereotypes</p> <p>Awareness Current affairs discussions Current conflict Refugee stories Genocide</p> <p>Financial literacy How You Can Earn: Jobs, Side Hustles and Businesses Entrepreneurship and How to Handle your Money</p>
Year 11	Health	Sexual relationships	Digital footprint

	<p>Breakfast</p> <p>Mental health Recap on last year Q and A</p>	<p>Being comfortable Controlling strong feelings Same sex safety Sexual assault</p> <p>Unbalanced relationships How to handle issues Controlling partners Parents</p>	<p>How it affects your future. What it says about you CV</p> <p>Financial literacy Taxes, payslip, pensions, ISA/savings, Bank of England</p>
Year 12	<p>Health and wellbeing Self-care Self-esteem and self-concept Nutrition Mechanisms of support Hormones and their impact on mind and body</p>	<p>Relationship issues Toxic relationships Rape - the legality Sexual assault - where to get help Online intimacy Consent Abortion Healthy relationships</p>	<p>Using your strengths Inner confidence What you want to be</p> <p>Diversity Life choices - university and jobs</p> <p>Driving Driving awareness 1</p> <p>Financial literacy Mortgages</p>
Year 13	<p>Healthy balance Keeping healthy habits Eating well Time to self</p>	<p>Ending relationships How to prepare for change / moving on Abortion Healthy relationships</p>	<p>Choices UCAS Perfectionism Stress levels</p>

	<p>Realistic balances</p> <p>First aid Action for vomit Recap use of recovery position Overdose, sepsis</p>	<p>Bereavement Death Phases of grief</p>	<p>Decision making Pressure Challenging stereotypes Driving Driving awareness 2</p> <p>Financial literacy Insurance</p>
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Appendices B: Senior School List of Resources

www.bullying.co.uk – help with any type of bullying
www.childline.org.uk – lovely teenage guidelines on everything
www.youngminds.org.uk – mental health
www.samaritans.org – support
www.thinkuknow.co.uk/11_13 - advice and support for all ages
www.nhs.uk/live-well/ - general health, grief
www.rcpsych.ac.uk – mental health (Youth Info)
www.talktofrank.com – information on drug use
www.beateatingdisorders.co.uk – eating disorders
www.mind.org.uk – everything for mental health
www.always.com – puberty
www.tampax.com – puberty
www.ukyouthparliament.org.uk – youth parliament
www.sexetc.org – sex by teens for teens
www.teenagecancertrust.org – cancer
www.ditchthelabel.org – bullying
www.pshe-association.org.uk - guidelines on teaching PSHE
www.tooledupeducation.com – resources and CPD across all topics

Appendix C: Junior School List of Resources

www.pshe-association.org.uk - guidelines on teaching PSHE

www.tooledupeducation.com – resources and CPD across all topics

<https://www.coramlifeeducation.org.uk/> - PSHE curriculum

<https://www.dove.com/uk/dove-self-esteem-project.html> - Focus on self-respect, body confidence, diversity, media literacy for Year 3-6

www.bbc.co.uk/teach/pshe-citizenship - Child-friendly resources on friendship, bullying, families, diversity.

www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ - Child-friendly way to teach body boundaries, consent, safe/unsafe secrets