



# KING HENRY VIII SCHOOL

## Relationship and Sex Education Policy November 2022

Name of policy	Date reviewed	By whom	Next review	Responsibility
Relationship and Sex Education Policy	November 2022	Mrs V Kaczur Assistant Head Dr M Cuthbert Deputy Head	Annually November 2023	Mrs V Kaczur

## **RATIONALE AND ETHOS**

This policy covers our Foundation approach to the guidance as laid out in the [DfE, Relationships and Sex Education \(RSE\) 2020](#) and is applicable to all years including EYFS. It was originally produced by Dr Cuthbert, Deputy Head, through consultation with other DSLs in the Coventry School Foundation, the School Governors with responsibility for Safeguarding, and relevant Heads of Year at King Henry VIII School. The policy has now been updated by Mrs Kaczur, Assistant Head, who has overall responsibility for the PSHE/RSE programme in school. The policy is shared with parents and carers and feedback will be used at each annual review.

We believe Relationships and Sex Education (RSE) is important for our pupils and our schools because through incorporating it within our curriculum, we put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

We view the partnership of home and school as vital in providing the context to developing healthy and safe relationships. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND); recognising that pupils with special educational needs may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Lessons will be undertaken by high quality teaching that is differentiated and personalised, as a starting point to ensure accessibility. We ensure RSE fosters gender equality and LGBTQ+ equality by ensuring that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

*'Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBTQ+, that this should be respected in British Society, and that the law affords them and their relationships recognition and protections' (DfE, 2019b)*

## **LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)**

Revised Department for Education statutory guidance in 2020 stated that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). This was in response to the identified risks children and young people could face through their increased online activities and the need to support them to be safe and healthy, and manage their academic, personal and social lives in a positive way.

King Henry VIII School is responding positively to Government guidelines in laying down and conveying to parents the nature of its Relationship and Sex Education policy, its content and methods of delivery and monitoring its future development. The content for relationships and sex education in secondary schools can be found in full in Appendix A&B at the end of this policy document.

## SECONDARY SCHOOLS: RELATIONSHIPS AND SEX EDUCATION

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Current regulations and guidance from the Department for Education state that Relationships and Sex Education is compulsory in all secondary schools (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020).

Documents that inform the KHVIII RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)
- Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2018)
- DfE Relationships Education, Relationships and Sex Education (RSE), and Health Education in England: statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers. (2019a) (2019b)

Specific guidelines related to Sex Education from the 1993 Education Act and the Amendments added since 1994, (please see DfEE Circular 5/94), including Relationship and Sex Education (RSE 2000):

- That all students should be offered the opportunity of receiving a comprehensive, well-planned programme of relationship and sex education during their school careers;
- That the school curriculum should be one which ‘promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society’;
- That this programme prepares such students for the opportunities, responsibilities and experiences of adult life;
- That it includes education on HIV and AIDS and other sexually transmitted diseases;
- That relationship and sex education “must be provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life”;
- That the parents of a student “may, if they wish, withdraw that student from all or part of the relationship and sex education provided”. They should understand how to exercise this right;
- That “the teaching offered by schools should be complementary and supportive to the role of parents and should have regard to parents’ views about its content and presentation”;

- That in defining the purpose and content of relationship and sex education, schools should aim to offer balanced and factual information, acknowledging the major moral and ethical issues involved;
- That Governors have available a written policy on Relationship and Sex Education for parents and convey the content and methods to be used in any aspect of such teaching.

This Relationship and Sex Education Policy is available to all parents on request and opportunities will be made during the academic year to discuss material and teaching methods used in Relationship and Sex Education. Particular attention and decisions are taken with regards to parents from some religious groups and ethnic minorities who may not feel comfortable in dealing with the subject publicly; parents are encouraged to contact the school to request a meeting with the PSHE co-ordinator, Mrs Kaczur, should they have any concerns or questions.

Curriculum development will enable a continuation of key principles regarding the characteristics of positive relationships whilst also ensuring pupils receive a comprehensive, well-planned programme of relationship and sex education.

Broad outcomes at King Henry VIII School include:

- Prepare children for all types of relationships that they may experience by living in modern Britain;
- Enable children to reflect upon different relationships, those who care for them, the importance of family life, respect for others and their views;
- Know and understand that they should have regard for moral considerations and the value of family life;
- Understand they have a responsibility to apply what they have learned to the relationships they develop as teenagers and eventually as adults.

For a full listing of related topics please refer to Appendix A.

## **TEACHING RESPONSIBILITIES**

The curriculum is planned and coordinated by Mrs Kaczur, Assistant Head Pastoral. The programme is taught by Form Tutors as well as other selected members of staff, including the expertise of the School Nurse, Head of Careers and in many instances, external agencies with specific expertise on these matters.

It is also the Assistant Head Pastoral's responsibility to ensure that members of staff are given suitable training, so they can teach about relationships and sex effectively and handle any difficult issues with sensitivity.

## **TEACHING**

The RSE programme is an integral part of the whole school PSHE education provision and will cover healthy and safe relationships and sexual health. Our RSE programme is inclusive of all faiths and sexual orientations. We will ensure RSE is matched to the needs of our pupils by ensuring that all lessons are age appropriate.

Care is taken to ensure that the RSE education programme is presented by means of various techniques and strategies such as videos, discussions, visiting speakers as well as formal written information. In this way it is intended that children of all abilities will be able to draw important information and insights in this area.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in curriculum subjects such as Biology. Pupils will be encouraged to reflect on their own learning and progress, by undertaking discussions with their peers and Form Tutors within the PSHE lessons.

An overview of the learning in each year group can be found in Appendix B.

In relation to the above, the aim for PSHE education is to provide pupils with:

- Accurate, balanced 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 in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

## **MONITORING, REPORTING AND EVALUATION**

Teachers will critically reflect on their work in delivering RSE through discussions with their Heads of Year and the PSHE lead. Pupils will have opportunities to review and reflect on their learning during lessons through end of topic assessments and by communicating with their Form Tutors. The assessments will be reviewed by Form Tutors and Heads of Year to reflect on the quality of learning and resources. Pupil voice will be influential in adapting and amending planned learning activities through lesson feedback using "exit slips" and end of year evaluations.

## **SAFE AND EFFECTIVE PRACTICE**

We will ensure a safe learning environment by ensuring all pupils are made aware of the objectives for each PSHE lesson. Teachers and pupils will agree ground rules at the start of the academic year. Pupils will be reminded of the ground rules for safe discussions at the start of all PSHE lessons and particularly those with RSE content. Sensitive issues will be handled initially by the Form Tutor, supported by the Head of Year, Pastoral Assistant Head and if necessary, Pastoral Deputy Head. Pupils will be able to raise questions anonymously if needed through the use of exit slips.

## **SAFEGUARDING**

Teachers conduct RSE lessons in a sensitive manner.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a disclosure is made, the teacher will consult with the Designated Safeguarding Lead (DSL) and in her absence a Deputy DSL. The DSL/DDSL will then deal with the matter as set out in our [Safeguarding and Child Protection Policy](#). Visitors/external agencies which support the delivery of RSE will be required to follow the protocol for visiting speakers also laid out in the Child Protection policy.

## **CHILD ON CHILD ABUSE**

In accordance with government guidelines, we assume that sexual harassment and online sexual abuse is happening in our school settings and put a whole school approach in place to address this. The following list of initiatives is not exhaustive, nor site specific but serves to illustrate our commitment to encouraging pupils to report concerns and specific behaviours by their peers:

- Pupil Voice Survey
- School Council meetings
- Links with outside speakers e.g. Brook, CRASAC, YPEC
- Keystrokes notifications from monitoring school computers
- Assemblies – encourage pupils to report low level concerns in order to change behaviours
- Anti-Bullying Ambassador Team assemblies and events
- Encouraging pupil debate through societies such as Pride Group
- My Concern Reporting Boxes
- “I need help” intranet reporting tool
- Cross-curricular discussions and debates

We recognise the significance of our professional judgement when managing child on child abuse. In particular, the power relationship at play and the intent of the perpetrator. These elements are addressed through curriculum content on healthy and unhealthy relationships (see appendix A for an overview) and annual pastoral INSET encourages colleagues to notice subtle shifts in pupil behaviour that might indicate signs of child on child abuse.

Further information on child on child abuse can be found in the Child Protection Policy

## **SHARING OF CONSENSUAL OR NON-CONSENSUAL NUDE AND SEMI-NUDE IMAGES OR VIDEOS**

“Sharing of consensual or non-consensual nude and semi-nude images or videos” refers to any sharing of youth-produced sexual imagery between children. This includes:

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

The school has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online (see appendix A & B for where this is covered in the RSE curriculum).

Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' should be reported to the Designated Safeguarding Lead (DSL) without delay. Please refer to the Safeguarding and Child Protection Policy for procedural details.

In line with DfE Advice ([Searching, screening and confiscation Advice for headteachers, school staff and governing bodies](#) p.13) any material found on a device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

Staff should follow advice from UKCIS, [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

## **PARENTS AND CARERS**

We are committed to working with parents and carers and welcome their involvement with any element of the RSE programme. This policy and the overviews of the curriculum for each year group are shared with parents. Parents also have the opportunity to attend a consultation evening each year to discuss the provision and request to see lesson planning documents and resources.

Parents/carers have the right to withdraw their children from RSE content that is not part of the statutory Relationships Education curriculum or the statutory National Curriculum Science,

however we would strongly encourage parents/carers to look carefully at the curriculum before they make an informed decision. In such circumstances the school would hope to discuss any concerns to see if fears could be allayed. Where children are withdrawn, they will be given a self-study lesson under indirect supervision. Resources covered will also be emailed to parents in order to give them the opportunity of sharing them with their children, if deemed appropriate.

## **RIGHT TO WITHDRAW**

The parental right to withdraw their child/children from taught RSE lessons will be respected. However, we will ensure that all parents have complete access to the RSE curriculum to make an informed decision and we strongly encourage any parent to arrange a meeting to discuss their concerns.

School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the 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. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

## **INCLUSION AND SEND**

All staff are aware of any additional and EAL needs that a student in their class may have and will differentiate the lesson content accordingly. There are suggested adaptations in the lesson planning documents to challenge or support as needed.

Students In Year 7 and 8 who are accessing nurture and transition lessons in Learning Support will have the curriculum content delivered by their Form Tutor who already knows the students and their specific needs. To ensure that individual student needs are met, any other students identified as needing additional support with RSE will have the required personalised support put in place. This may include targeted sessions with a specialist SEND practitioner.

Our curriculum covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that pupils with SEND may have.

It is not enough to simply teach pupils about the issues covered in the framework; it is vital they have the opportunity to explore, recognise and understand the subject content. This will help to ensure pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary). Like all children and young people, pupils with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics are explored within the context of both.

## **CONSULTATION, APPROVAL AND REVIEW**



All changes proposed to this policy will go through a consultation process with parents. Once finalised, the policy will then be approved at Governor Level. This policy will be reviewed annually.

Mrs V Kaczur  
Assistant Head, Pastoral  
11 November 2022

**Appendix A:  
Relationships and Sex Education (p. 27-29 DfE, RSE Statutory Guidance)**

**By the end of secondary school:**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p><b>Families</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul>

	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

**Appendix B:****King Henry VIII School PSHE Year Group Curriculum Overviews**Year 7 PHSE Overview 2022-23

Date	Topic
Mon 12/9/22 P1	Transition & Organisational skills
Mon 19/9/22 P2	Who can I turn to? Peer Support
Mon 26/9/22 P3	SMART Targets – Revision skills
Mon 3/10/22 P4	Physical Health
Tues 11/10/22 P1	Diet & Nutrition
Tues 18/10/22 P2	Balanced Lifestyle
<b>HALF TERM HOLIDAY</b>	
Tues 8/11/22 P3	Mental Health – What is it?
Tues 15/11/22 P4	Unhealthy Coping strategies
Weds 23/11/22 P1	Healthy coping strategies
Weds 30/11/22 P2	Puberty 1
Weds 7/12/22 P3	Puberty 2
Weds 14/12/22 P4	Healthy Living Assessment for Learning Project
<b>CHRISTMAS HOLIDAY</b>	
Thurs 5/1/23 P1	Respect – What does it mean?
Thurs 12/1/23 P2	Bullying 1
Thurs 19/1/23 P3	Bullying 2
Thurs 26/1/23 P4	Cyber Bullying 1
Fri 3/2/23 P1	Cyber Bullying 2
Fri 10/2/23 P2	First Aid & Road Safety
Fri 17/2/23 P3	First Aid & Road Safety
<b>HALF TERM HOLIDAY</b>	
Fri 3/3/23 P4	Social Media (Digital Resilience PSHE Association)
Mon 6/3/23 P1	Conflict Resolution
Mon 13/3/23 P2	Online Safety 1 – Your information
Mon 20/3/23 P3	Online Safety 2 – Sharing Images
Mon 27/3/23 P4	Online Safety & Bullying Assessment for Learning
<b>EASTER HOLIDAYS</b>	
Tues 18/4/23 P1	Revision techniques
Tues 25/4/23 P2	Keeping calm under pressure
Tues 2/5/23 P3	RSE: Consent
Tues 9/5/23 P4	RSE: Appropriate Relationships
Weds 17/5/23 P1	RSE: Diversity within intimate relationships
<b>INTERNAL EXAM WEEK</b>	
<b>HALF TERM HOLIDAY</b>	
Weds 7/6/23 P2	RSE: Commitment (PSHE Association)
Weds 14/6/23 P3	RSE Assessment for Learning
Weds 21/6/23 P4	Careers: Interviewing Adults
Thurs 29/6/23 P2	Our Community & Giving Back
Thurs 6/7/23 P1	PSHE Review
<b>SUMMER HOLIDAYS</b>	

Year 8 PHSE Overview 2022-23

Date	Topic
Mon 12/9/22 P1	Exploring Mental Health
Mon 19/9/22 P2	Body Image 1
Mon 26/9/22 P3	Body Image 2
Mon 3/10/22 P4	Body Image 3
Tues 11/10/22 P1	Body Image 4
Tues 18/10/22 P2	Body Image Assessment for Learning
<b>HALF TERM HOLIDAY</b>	
Tues 8/11/22 P3	Discrimination: What is it?
Tues 15/11/22 P4	Discrimination: Sexism
Weds 23/11/22 P1	Discrimination: Racism 1
Weds 30/11/22 P2	Discrimination: Racism 2 – How to tackle racism
Weds 7/12/22 P3	Discrimination: The Upstander Culture
Weds 14/12/22 P4	Discrimination Assessment for Learning
<b>CHRISTMAS HOLIDAY</b>	
Thurs 5/1/23 P1	Online Safety & Relationships: Social Media, The Real You & Risk
Thurs 12/1/23 P2	Online Safety & Relationships: Sharing Images & Viewing Harmful Content
Thurs 19/1/23 P3	Online Safety & Relationships: Friendships
Thurs 26/1/23 P4	Online Safety & Relationships: Your Data
Fri 3/2/23 P1	Online Safety & Relationships Assessment for Learning
Fri 10/2/23 P2	RSE: Consent 1
Fri 17/2/23 P3	RSE: Consent 2
<b>HALF TERM HOLIDAY</b>	
Fri 3/3/23 P4	RSE: Healthy & Unhealthy Relationships & What to do
Mon 6/3/23 P1	RSE: Gender Stereotypes (Think you know)
Mon 13/3/23 P2	RSE Assessment for Learning
Mon 20/3/23 P3	Enterprise Skills 1 - what are they and why are they useful?
Mon 27/3/23 P4	Enterprise Skills 2 - Careers & Jobs
<b>EASTER HOLIDAYS</b>	
Tues 18/4/23 P1	Careers 1 – What’s my line? 1
Tues 25/4/23 P2	Careers 2 – What’s my line? 2
Tues 2/5/23 P3	Careers 3 – Challenging Stereotypes & Ambitions
Tues 9/5/23 P4	Financial Education: Your first bank account (Personal Finance Society)
Weds 17/5/23 P1	Financial Education: Budgeting & Saving
<b>INTERNAL EXAM WEEK</b>	
<b>HALF TERM HOLIDAY</b>	
Weds 7/6/23 P2	Mental Health: How are you doing? Change, loss & grief
Weds 14/6/23 P3	Alcohol & Drugs misuse: The Facts
Weds 21/6/23 P4	Alcohol & Drugs misuse: Peer Pressure
Thurs 29/6/23 P2	Alcohol & Drugs Assessment for Learning
Thurs 6/7/23 P1	PSHE Review
<b>SUMMER HOLIDAYS</b>	

Year 9 PHSE Overview 2022-23

Date	Topic
Mon 12/9/22 P1	Mental Health Self Check/Healthy Routines
Mon 19/9/22 P2	Values 1 – Personal, Community & Global
Mon 26/9/22 P3	Values 2 – Human Rights
Mon 3/10/22 P4	Values 3 – Abuses of Human Rights/Discrimination & Bullying
Tues 11/10/22 P1	Values 4 – Peer Pressure/Gangs
Tues 18/10/22 P2	Values 5: Homophobia & Transphobia
<b>HALF TERM HOLIDAY</b>	
Tues 8/11/22 P3	Values Assessment for Learning
Tues 15/11/22 P4	Drugs: Exploring Attitudes
Weds 23/11/22 P1	Drugs: Types of drugs, effects & classification
Weds 30/11/22 P2	Drugs: The Law & Managing Risk
Weds 7/12/22 P3	Drugs: Addiction
Weds 14/12/22 P4	Drugs: Cancer Awareness & Prevention + Drugs Assessment for Learning
<b>CHRISTMAS HOLIDAY</b>	
Thurs 5/1/23 P1	RSE: Diverse Relationships - Brook
Thurs 12/1/23 P2	RSE: Consent – Freedom and Capacity to consent
Thurs 19/1/23 P3	RSE: Sexting & Sharing Indecent Images
Thurs 26/1/23 P4	RSE: Sexual Harassment – MBC
Fri 3/2/23 P1	RSE: Grooming 1
Fri 10/2/23 P2	RSE: Grooming 2
Fri 17/2/23 P3	RSE Assessment for Learning
<b>HALF TERM HOLIDAY</b>	
Fri 3/3/23 P4	Online Safety – Breck Foundation resources
Mon 6/3/23 P1	Planning for the future 1: Introduction to Careers (SCP) Lecture Rooms
Mon 13/3/23 P2	Planning for the future 2: What skills do you have? (SACU)
Mon 20/3/23 P3	Planning for the future 3: Investigating careers (Text Book)
Mon 27/3/23 P4	Online Safety – GamCare (Lecture Rooms)
<b>EASTER HOLIDAYS</b>	
Tues 18/4/23 P1	RSE: Commitment (Marriage & Civil Partnerships)
Tues 25/4/23 P2	RSE: Responsibilities of & Relationships with Parents
Tues 2/5/23 P3	RSE: Pregnancy (YPEC)
Tues 9/5/23 P4	RSE: FGM
Weds 17/5/23 P1	Revision Tips & Coping with Exam Stress
<b>INTERNAL EXAM WEEK</b>	
<b>HALF TERM HOLIDAY</b>	
Weds 7/6/23 P2	RSE Assessment for learning
Weds 14/6/23 P3	Financial Education 1: Saving Money & Are you a smart consumer
Weds 21/6/23 P4	Financial Education 2: Understanding Interest
Thurs 29/6/23 P2	Financial Education 3: Understanding credit & debit (Personal Finance)
Thurs 6/7/23 P1	PSHE Evaluation
<b>SUMMER HOLIDAYS</b>	

Year 10 PHSE Overview 2022-23

Date	Topic
Mon 12/9/22 P1	Mental Health - KS4 Transition – New Challenges
Mon 19/9/22 P2	Mental Health – Negative Thoughts
Mon 26/9/22 P3	Mental Health – Self Worth
Mon 3/10/22 P4	Mental Health - Poor Mental Health & Seeking Support
Tues 11/10/22 P1	Mental Health – Change, loss, grief
Tues 18/10/22 P2	Mental Health - Promoting Emotional Wellbeing
HALF TERM HOLIDAY	
Tues 8/11/22 P3	Useful Coping Strategies Carousel: Origami/Art Therapy/Knitting/Walk
Tues 15/11/22 P4	Mental Health Assessment for Learning
Weds 23/11/22 P1	Staying Safe
Weds 30/11/22 P2	Online Safety: Understanding Fraud
Weds 7/12/22 P3	Online Safety: Identity Fraud & Data Protection
Weds 14/12/22 P4	Staying Safe Posters
CHRISTMAS HOLIDAY	
Thurs 5/1/23 P1	RSE: Unhealthy Relationships
Thurs 12/1/23 P2	RSE: Managing Unwanted Attention
Thurs 19/1/23 P3	RSE: What is relationship abuse?
Thurs 26/1/23 P4	RSE: Consent & Pressure
Fri 3/2/23 P1	RSE: Sharing Sexual Images (Think you know)
Fri 10/2/23 P2	RSE: CRASAC Impacts of Pornography
Fri 17/2/23 P3	RSE: Sexpressions (Sexual Health) (YPEC if not)
HALF TERM HOLIDAY	
Fri 3/3/23 P4	RSHE Assessment for learning
Mon 6/3/23 P1	Careers Forum (Prep - SCP)
Mon 13/3/23 P2	Substance Abuse – Alcohol
Mon 20/3/23 P3	Substance Abuse - Vaping
Mon 27/3/23 P4	Careers Forum (SCP)
EASTER HOLIDAYS	
Tues 18/4/23 P1	First Aid/Physical Health/Blood Donation/Cosmetic Procedures Carousel
Tues 25/4/23 P2	First Aid/Physical Health/Blood Donation/Cosmetic Procedures Carousel
Tues 2/5/23 P3	First Aid/Physical Health/Blood Donation/Cosmetic Procedures Carousel
Tues 9/5/23 P4	First Aid/Physical Health/Blood Donation/Cosmetic Procedures Carousel
Weds 17/5/23 P1	Health Education Assessment for Learning
INTERNAL EXAM WEEK	
HALF TERM HOLIDAY	
Weds 7/6/23 P2	Financial Education: Taking financial risks
Weds 14/6/23 P3	Financial Education: Gambling – Gam Care
Weds 21/6/23 P4	Part Time Jobs
Thurs 29/6/23 P2	Volunteering & HE (SCP)
Thurs 6/7/23 P1	PSHE Evaluation
SUMMER HOLIDAYS	



Year 11 PHSE Overview 2022-23

Date	Topic
Mon 12/9/22 P1	Mental Health Self check
Mon 19/9/22 P2	Breast cancer awareness
Mon 26/9/22 P3	Self-Examinations (Testicular Cancer speaker & Vulval Health Lesson)
Mon 3/10/22 P4	Fertility & Pregnancy choices
Tues 11/10/22 P1	Miscarriage & Termination
Tues 18/10/22 P2	Bereavement & Loss 1
HALF TERM HOLIDAY	
Tues 8/11/22 P3	Bereavement & Loss 2
Tues 15/11/22 P4	RSE: Types of intimacy
Weds 23/11/22 P1	RSE: The role of intimacy and pleasure
Weds 30/11/22 P2	RSE: Consent & Rape
Weds 7/12/22 P3	RSE: Managing Conflict in Relationships
Weds 14/12/22 P4	Relationships, Sex and Health Education Assessment for Learning
CHRISTMAS HOLIDAY	
Thurs 5/1/23 P1	Mocks
Thurs 12/1/23 P2	Mocks
Thurs 19/1/23 P3	Assessing Strengths & Weaknesses
Thurs 26/1/23 P4	Who do I want to be in the future?
Fri 3/2/23 P1	Careers: Post-16 Options
Fri 10/2/23 P2	Coping with Failure
Fri 17/2/23 P3	Financial Education: What I wish I knew at 16 (NPM/RGS)
HALF TERM HOLIDAY	
Fri 3/3/23 P4	Gang culture/Knife Crime (Ben Kinsella resources)
Mon 6/3/23 P1	Recognising signs of group/gang recruitment
Mon 13/3/23 P2	Unacceptability of Discrimination
Mon 20/3/23 P3	Challenging discrimination
Mon 27/3/23 P4	Celebrating Diversity – Raymond Lynn (Drama Studio)
EASTER HOLIDAYS	
Tues 18/4/23 P1	Celebrating Diversity – Raymond Lynn
Tues 25/4/23 P2	Online Safety: Dating Websites
Tues 2/5/23 P3	Online Safety: Social Engineering
Tues 9/5/23 P4	PSHE Evaluation
Weds 17/5/23 P1	Exam Leave
INTERNAL EXAM WEEK	
HALF TERM HOLIDAY	
Weds 7/6/23 P2	Exam Leave
Weds 14/6/23 P3	Exam Leave
Weds 21/6/23 P4	Exam Leave
Thurs 29/6/23 P2	Exam Leave
Thurs 6/7/23 P1	Exam Leave
SUMMER HOLIDAYS	

Year 12 PHSE Overview 2022-23

Date	Topic
Mon 12/9/22 P1	LitWW/Health: Being a successful student/Time Management
Mon 19/9/22 P2	Living in the wider world: CVs
Mon 26/9/22 P3	Living in the wider world: Myers Briggs profiling
Mon 3/10/22 P4	Health: Work/Life Balance
Tues 11/10/22 P1	Living in the wider world: Life after Henry's
Tues 18/10/22 P2	Health: Mindfulness & Wellbeing
HALF TERM HOLIDAY	
Tues 8/11/22 P3	Living in the wider world: Why go to university? Megan Bostern (Sheffield)
Tues 15/11/22 P4	November Assessments - Revision
Weds 23/11/22 P1	Health: Impacts of alcohol misuse & Drink Spiking
Weds 30/11/22 P2	Health: Driving Safety: AA Driving School (DS)
Weds 7/12/22 P3	Health: Driving Safety: PC Paul Styler
Weds 14/12/22 P4	Health Education Assessment for Learning
CHRISTMAS HOLIDAY	
Thurs 5/1/23 P1	Gap Year Options (Project Trust)
Thurs 12/1/23 P2	Relationships: Hate speech v Free speech
Thurs 19/1/23 P3	Relationships: <u>Sexpectations</u> – Deborah Thomas
Thurs 26/1/23 P4	Relationships: CRASAC Consent and Healthy Sexual Experiences
Fri 3/2/23 P1	Relationships: CRASAC What is sexual violence?
Fri 10/2/23 P2	Relationships: Rape & Sexual Assault – JDM Training
Fri 17/2/23 P3	Relationships Assessment for Learning
HALF TERM HOLIDAY	
Fri 3/3/23 P4	Gambling – Tony Kelly (Red Card)
Mon 6/3/23 P1	Mental Health: Suicide Prevention – Cameron Grant Memorial Trust (DS)
Mon 13/3/23 P2	Living in the wider world: HE Introduction (follow up from HE evening)
Mon 20/3/23 P3	Living in the wider world: Apprenticeship presentation
Mon 27/3/23 P4	Living in the wider world: Professional Conduct (Dale Ball) SFC
EASTER HOLIDAYS	
Tues 18/4/23 P1	Online Safety: Building a positive online presence (Dale Ball)
Tues 25/4/23 P2	Online Safety: Being a critical consumer of digital media
Tues 2/5/23 P3	Living in the wider world: Understanding salary deductions
Tues 9/5/23 P4	Living in the wider world: Being a good citizen/Inclusion
Weds 17/5/23 P1	Living in the wider world: Voting
INTERNAL EXAM WEEK	
HALF TERM HOLIDAY	
Weds 7/6/23 P2	First Aid/Yoga/Mindfulness/Motivation Workshop
Weds 14/6/23 P3	First Aid/Yoga/Mindfulness/Motivation Workshop
Weds 21/6/23 P4	First Aid/Yoga/Mindfulness/Motivation Workshop
Thurs 29/6/23 P2	First Aid/Yoga/Mindfulness/Motivation Workshop
Thurs 6/7/23 P1	PSHE Evaluation
SUMMER HOLIDAYS	

Year 13 PHSE Overview 2022-23

Date	Topic
Mon 12/9/22 P1	Your final year (DJL)
Mon 19/9/22 P2	Health: Mental Health – Self Check Accessing Health Care in new locations
Mon 26/9/22 P3	Health: Staying safe & healthy at university (Meningitis)
Mon 3/10/22 P4	Health: Feeding yourself on a budget
Tues 11/10/22 P1	Health: Staying safe & healthy whilst travelling (Project Trust)
Tues 18/10/22 P2	Health Education Assessment for Learning
HALF TERM HOLIDAY	
Tues 8/11/22 P3	November Assessments - Revision
Tues 15/11/22 P4	Living in the wider world: Interview skills – Clair Atkinson
Weds 23/11/22 P1	Living in the wider world: Interview skills – Clair Atkinson
Weds 30/11/22 P2	Living in the wider world: Speed Dating Interview Workshop
Weds 7/12/22 P3	Managing money: Student Finance (Megan Rostern – Sheffield)
Weds 14/12/22 P4	Managing Money: Starting Salaries & Deductions
CHRISTMAS HOLIDAY	
Thurs 5/1/23 P1	RSE: Meeting new people
Thurs 12/1/23 P2	RSE: STIs
Thurs 19/1/23 P3	RSE: Conflict Resolution
Thurs 26/1/23 P4	RSE: Forced/Arranged marriage
Fri 3/2/23 P1	RSE Assessment for Learning
Fri 10/2/23 P2	Health: Stem Cells – Anthony Nolan Trust
Fri 17/2/23 P3	Health: Blood Donation (NPM & guest)
HALF TERM HOLIDAY	
Fri 3/3/23 P4	Health: Cancer Prevention (YPEC)
Mon 6/3/23 P1	Health: Stress & Wellbeing away from home (Megan Rostern – Sheffield) SFC
Mon 13/3/23 P2	Health: Long term effects of body alteration
Mon 20/3/23 P3	Financial Education: What I wish I knew at 18 – (NPM)
Mon 27/3/23 P4	Financial Education: Savings Options (Barclays)
EASTER HOLIDAYS	
Tues 18/4/23 P1	Moving away from home (Megan Rostern – Sheffield Uni)
Tues 25/4/23 P2	Wellbeing in the workplace – Rich H
Tues 2/5/23 P3	Leavers' Preparations
Tues 9/5/23 P4	PSHE Evaluation
Weds 17/5/23 P1	Exam Leave
INTERNAL EXAM WEEK	
HALF TERM HOLIDAY	
Weds 7/6/23 P2	Exam Leave
Weds 14/6/23 P3	Exam Leave
Weds 21/6/23 P4	Exam Leave
Thurs 29/6/23 P2	Exam Leave
Thurs 6/7/23 P1	Exam Leave
SUMMER HOLIDAYS	

