

# Gad's Hill School: SMSC and RSE Policy

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STAFF RESPONSIBLE: **PS**  
GOVERNOR RESPONSIBLE: **Chair of Governors**

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## 1. Introduction

Social, Moral, Spiritual and Cultural (SMSC) Education underpins every aspect of school life at Gad's Hill, for pupils of all ages. Central to our ethos is the belief that a child's academic progress is only as important as their wellbeing and personal growth into young adults ready for the challenges of the wider world.

SMSC at Gad's Hill School is delivered in many ways, including but not limited to:

- Personal, Social, Health and Economic (PSHE) lessons
- Religion and Worldview (RaW) lessons
- Relationships and Sex Education (RSE) delivered through the PSHE and Science curriculum
- The broader academic curriculum
- Assemblies, other collective worship and form times
- Combined Cadet Force, including Teamwork and Personal Development and Institute of Leadership and Management qualifications
- Extra-curricular activities and visits
- The School House system
- The careers programme

This policy covers the delivery of SMSC throughout the school, including Relationships and Sex Education (RSE).

## 2. Aims

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The aim of our SMSC education is to provide students with the opportunity to develop their understanding of the social, moral, spiritual and cultural aspects of life and to prepare them for successful and fulfilling lives beyond Gad's Hill.

We aim to enable pupils to develop self-knowledge, self-esteem and self-confidence. Pupils are encouraged to take part in a wide range of extra-curricular activities that contribute to the development of confident and self-reliant young people. They are encouraged to serve the needs of others, by being helpful and respectful, and to cooperate and collaborate with other members of the community. Pupils are encouraged to aspire to progress to further education and careers which allow them to fulfil as adults their potential as children.

Pupils are taught to explore the beliefs and experiences of those of different religions, and to appreciate the diversity of beliefs and traditions that exist. Importance is placed on values, recognising right from wrong, understanding consequences and exploring morality. Pupils are taught to understand, accept, respect and celebrate diversity.

Pupils are encouraged to develop social skills that enable them to work well with others in a variety of contexts and to be able to resolve conflict. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs through Personal, Social, Health and Economic (PSHE) and Religion and Worldview (RaW) lessons and assemblies, as well as being integrated into our practices, such as mock elections, visits to or visiting speakers from holy places of different faiths, and display work around the school.

## 3. The Greatest of Expectations – Monitoring Pupil Wellbeing

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At Gad's Hill School, we actively promote the Greatest of Expectations. These are:

- Growth and Support
- Ambition and Success
- Community and Compassion
- Adventure and Opportunity
- Confidence and Responsibility
- Creativity and Expression

Each of these strands plays a role in promoting the Social, Moral, Spiritual and Cultural development of our pupils.

The School's Self-Evaluation Form is based around five of these six Expectations, with Growth and Support underpinning the whole. In the SEF, these five Expectations are divided into categories and sub-categories to record the diverse ways in which we support pupils' wellbeing.

|                                             |                                         |                               |                         |
|---------------------------------------------|-----------------------------------------|-------------------------------|-------------------------|
| <b>1<br/>Ambition<br/>&amp;<br/>Success</b> | <b>A<br/>One Curriculum</b>             | Curriculum                    | Home Learning           |
|                                             |                                         | Quality First Teaching        | Assessment for learning |
|                                             | <b>B<br/>Curriculum<br/>Enhancement</b> | Curriculum Clubs & Activities | Targeted Provision      |
|                                             |                                         | Speakers/ Workshops           | Stretch and Challenge   |
|                                             | <b>C<br/>Beyond the Curriculum</b>      | Clubs and Activities          | Projects/ Competitions  |
|                                             |                                         | Speakers/ Workshops           | Awards/ Qualifications  |
|                                             | <b>D<br/>Futures</b>                    | Employability Skills          | Education Information   |
|                                             |                                         | Careers Visits/ Experience    | Careers Information     |

|                                             |                                  |                           |                                  |
|---------------------------------------------|----------------------------------|---------------------------|----------------------------------|
| <b>2<br/>Community<br/>&amp; Compassion</b> | <b>A<br/>Personal Behaviours</b> | Values                    | Attendance                       |
|                                             |                                  | Behaviour                 | Engagement                       |
|                                             | <b>B<br/>School Community</b>    | Pastoral Care             | Phases                           |
|                                             |                                  | Houses                    | Pupil Voice                      |
|                                             | <b>C<br/>Local Community</b>     | Welcome in the community  | Volunteer/ serve                 |
|                                             |                                  | Go out into the community | Disadvantaged/ Vulnerable        |
|                                             | <b>D<br/>Citizenship</b>         | Current Affairs           | National Projects/Charities      |
|                                             |                                  | Voice                     | International Projects/Charities |

|                                              |                                   |                        |                        |
|----------------------------------------------|-----------------------------------|------------------------|------------------------|
| <b>3<br/>Adventure<br/>&amp; Opportunity</b> | <b>A<br/>Opportunity</b>          | Excellent Facilities   | Information Technology |
|                                              |                                   | Quality Resources      | Educational Visits     |
|                                              | <b>B<br/>Sport and Recreation</b> | Recreation             | Extra-Curricular Sport |
|                                              |                                   | Curricular Sport       | Sporting Achievement   |
|                                              | <b>D<br/>Exploration</b>          | Enquiry Based Learning | Experience Nature      |
|                                              |                                   | STEM                   | Travel and Exploration |
|                                              | <b>D<br/>Adventure</b>            | Adventurous activities | Duke of Edinburgh      |
|                                              |                                   | Combined Cadet Force   | Residential            |

|                                                      |                                     |                           |                            |
|------------------------------------------------------|-------------------------------------|---------------------------|----------------------------|
| <b>4<br/>Confidence<br/>&amp;<br/>Responsibility</b> | <b>A<br/>Self</b>                   | Safeguarding              | PSHE                       |
|                                                      |                                     | Health                    | Emotional Literacy         |
|                                                      | <b>B<br/>Equality and Diversity</b> | Inclusion                 | Identity and Acceptance    |
|                                                      |                                     | British Values            | Religion and World Views   |
|                                                      | <b>C<br/>Responsibility</b>         | Rights & responsibilities | Leadership                 |
|                                                      |                                     | Teamwork & Collaboration  | Ambassadors for the school |
|                                                      | <b>D<br/>Sustainability</b>         | Environmental Learning    | School Sustainability      |
|                                                      |                                     | Personal Sustainability   | Global Citizens            |

|                                              |                                |                           |                            |
|----------------------------------------------|--------------------------------|---------------------------|----------------------------|
| <b>5<br/>Creativity<br/>&amp; Expression</b> | <b>A<br/>Creativity</b>        | Age-appropriate Play      | Curiosity                  |
|                                              |                                | Imagination               | Creativity                 |
|                                              | <b>B<br/>Critical Thinking</b> | Practical Problem Solving | Reasoning & Explanation    |
|                                              |                                | Analysis & Logic          | Discernment                |
|                                              | <b>C<br/>Communication</b>     | Speech and Language       | Writing                    |
|                                              |                                | Reading                   | Social Communication       |
|                                              | <b>D<br/>Expressive Arts</b>   | LAMDA/ Music Grades       | Productions & Performances |
|                                              |                                | Showcases and Exhibitions | Cultural Opportunities     |

## 4. Roles and Responsibilities

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Whilst specific PSHE and RaW lessons are delivered by allocated teachers, all staff have a responsibility to ensure that they actively promote Fundamental British Values and other aims of our SMSC curriculum. Observation of these aspects also forms part of Learning Focus reviews.

The Governing Body is responsible for ensuring that colleagues listed above have the skills, training and necessary resources to deliver SMSC appropriately, and to provide strategic direction in light of their monitoring of this delivery.

The Headmaster oversees the whole-school delivery of SMSC education.

The Head of SMSC oversees the PSHE and Religion and Worldviews curriculum.

The Heads of Upper and Lower School devise assembly rotas for their phases of the school and ensure a broad and appropriate range of activities and visits for their pupils.

The Assistant Head: Key Stage 4 organises careers fayres, independent careers advice and visits, work experience and other opportunities for younger pupils.

The Assistant Head: Pupil Personal Development has whole-school responsibility for the House system and for promoting pupil wellbeing.

The Assistant Head: Pupil Achievement organises, amongst other responsibilities, entry into local and national competitions (eg. oratory and ISA competitions) and visits (eg. More Able and Talented university trips).

## 5. Delivery of SMSC and RSE

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### 5.1. PSHE lessons

The 'Jigsaw' approach to PSHE is used throughout the school to deliver PSHE lessons to Kindergarten, Junior and Upper School pupils.

Jigsaw is a comprehensive scheme of learning, integrating PSHE, resilience, mental health, emotional literacy, social and employability skills, British values, SMSC (spiritual, moral, social, cultural development) and Relationships and Sex Education.

The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time. Jigsaw 11-16 (Upper School), builds on the Jigsaw 3-11 Programme (Kindergarten and Juniors), offering an holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.

There are six puzzles in Jigsaw that are designed to progress in sequence from September to July:

- Autumn 1: Being Me in My World
- Autumn 2: Celebrating difference (including anti-bullying)
- Spring 1: Dreams and goals
- Spring 2: Healthy me
- Summer 1: Relationships (including Relationships and Sex Education)
- Summer 2: Changing Me (including Relationships and Sex Education)

The school subscribes to the annual update package ensuring delivery is compliant with any regulatory changes. The Jigsaw 11-16 Programme has been mapped fully to the PSHE Association Programme of Study and amply covers all the expectations and outcomes, comfortably meeting the statutory requirements set out in the DfE guidance. Jigsaw fulfils the requirements for statutory Relationships and Sex Education 2020.

**See Appendix 1 for PSHE SoW**

## 5.2. Religion and Worldviews lessons

Gad's Hill School seeks to encourage knowledge, understanding and respect for all religious faiths and to explore and question social and moral issues in our society.

Religion and Worldviews is taught as a distinct subject in the curriculum to pupils from K1 to Lower Shell, and from Upper Fourth to Upper Fifth. The Scheme of Work covers the beliefs and values of the six major world religions (Christianity, Hinduism, Sikhism, Judaism, Islam and Buddhism) and seeks to explore 'big ideas' and the ethics of contemporary life – including non-religious philosophies and theories/

From Autumn Term 2024, pupils are also working towards a GCSE in Religious Studies (AQA short course). This includes a study of Judaism and Christianity, as well as Theme A: relationships and families and Theme B: religion, peace and conflict. Pupils will study various religious teachings, philosophies and ethical arguments, relating to the theme issues, and their impact and influence in the modern world.

## 5.3. The broader academic curriculum

All subject areas have a responsibility to promote the strands and themes of SMSC. Topic Overviews are created for every unit of work across the School in each subject, and these identify the ways in which the topic supports pupils' personal development against the following criteria:

|                                   |
|-----------------------------------|
| <i>Self-esteem and resilience</i> |
| <i>Making decisions</i>           |
| <i>Spiritual understanding</i>    |
| <i>Knowing right from wrong</i>   |

|                                 |
|---------------------------------|
| <i>Working with others</i>      |
| <i>Contributing to society</i>  |
| <i>Valuing diversity</i>        |
| <i>Staying safe and healthy</i> |

The Combined Cadet Force is a compulsory, timetabled activity for all pupils from Lower Fourth and above. Through the CCF, pupils learn about public service, the values and standards of the British Army, and serve the community, including through representation at local and national memorial events (eg. Remembrance Day Parade through Higham; General Gordon's Parade in Gravesend; Remembrance March in Arnhem).

## 5.4. School Assemblies and Collective Worship

Assemblies take place on every morning of the week:

Monday: Kindergarten

Tuesday: Upper School

Wednesday: Juniors

Thursday: Upper School

Friday: Kindergarten and Juniors

The Heads of Lower and Upper School devise an assembly programme for each term, with topics which cover all strands of SMSC education, including safeguarding. Where possible, these are tied in with significant dates or national and international awareness events. Teachers, tutor groups and visiting speakers are asked to deliver assemblies. The calendar of topics is available on the SIS and records are kept of topics covered.

Hymns are often sung at assemblies.

School assembly is an important part of a child's education and while we insist that all children attend to listen and to learn, children are not compelled to pray, to sing or to do anything which may contradict or offend their own religious beliefs. Indeed, the school actively encourages visits from representatives from a wide variety of religious groups to assemblies to enable all pupils to better understand the diversity of religions in our community. A child may not be withdrawn from school assembly on the grounds of religious beliefs.

On Thursdays and Fridays, following the main content of the assembly, the Headmaster may distribute distinctions, merit badges and awards to those pupils who have been nominated by their form or subject teachers.

The school organises a variety of special services of a religious nature. In recognition of the school's Christian heritage these include the annual Carol Service at Rochester Cathedral, a Choral Evensong service, along with the Harvest Festival Service and the Nursery and Kindergarten Nativity plays. From time-to-time pupils may learn about and celebrate other religious festivals from a variety of religions. Examples include Chinese New Year, Diwali, Ramadan etc. These are first and foremost school events to educate children about aspects of our historical culture and to celebrate important calendar events during the year. They also allow parents and pupils who practice religion to worship if they wish to do so.

Pupils are expected to take part in these events though there is no expectation or compulsion for anyone to take part in the religious aspects of the service such as prayers, songs, or rituals if they feel uncomfortable in doing so or if it is contrary to their own beliefs.

Other assembly topics include special assemblies for Black History Month, Pride Month and assemblies focussing explicitly on Fundamental British Values.

## **5.5. House system and activities**

Activities carried out by Houses, including activities that contribute to the House Shield, contribute to the strands and themes of SMSC. Houses work with different charities and organise events to raise money, as well as awareness of the charity's cause. Pupils are encouraged in this way to think of others and to gain a deeper understanding of wider societal issues. The Junior School joins forces with the Upper School to work together towards fund raising for a charity and enjoy the social benefits of vertical grouping for House assemblies.

## **5.6. Tutor Time**

Tutors reinforce the content of assemblies through reflection and discussion and focus on elements of SMSC topics, mindfulness and Growth Mindset.

There are a number of SMSC-related activities which form part of tutor time in both the Juniors and Upper School. Every week, our Inclusion Team share a mindfulness strategy for pupils to practise, once a week, the School Council share a question for group discussion in each form, and our Pupil Achievement Lead shares challenge activities. In the Kindergarten, pupils will often use tutor time as an opportunity for circle time talk.

## **5.7. Wellbeing Days and Enrichment Days**

Each Wellbeing Day takes children off their usual timetable to take part in a number of activities designed to contribute to a healthy mind and a healthy body. This has included anything from meditation, yoga and mindfulness to dance, creative writing and dog walking, Growth Mindset and finance.

In the Upper School, there are two Wellbeing Days held each year. Kindergarten and Juniors also run Wellbeing days/Enrichment weeks as planned. Additionally, an annual Culture Day, usually held in the summer, provides children with the opportunity to celebrate their own cultural backgrounds and learn about each other's. Parents are invited to attend to run stalls, teaching pupils about the food, language, history and beliefs of their culture.

## **5.8. Non-subject specific extra-curricular activities**

There is a wide range of clubs and activities offered to all pupils across the school, many of which are not subject specific but which make some contribution to elements of SMSC. Duke of Edinburgh's Award, sports fixtures and non-compulsory CCF activities also provide opportunities for pupils. A full range of clubs available can be found in the Today at Gad's section of the SIS.



## 6. Relationships and Sex Education (RSE) and Health Education

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At Gad's Hill School we believe that RSE is an integral part of learning and an entitlement for every child and forms part of the DfE's statutory requirements (further detail available here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). We believe that RSE is an important part of our SMSC curriculum in teaching children the values of respect, love and care. We encourage respect of different views and recognise the variety that exists in relationships and families, encouraging an understanding of equality and diversity. Children learn about the importance of moral choices, individual conscience, the value of family life and loving relationships. Children are encouraged to explore moral dilemmas and develop critical-thinking as part of decision making. Balanced, age-appropriate information about human reproduction is taught, together with consideration of the broader emotional, social, ethical, religious and moral dimensions of relationships. We aim to prepare students for an adult life in which they can make good decisions, have the confidence and self-esteem to value themselves and others, and form healthy relationships. We prepare students to understand the consequences of their actions, to know how to behave responsibly within relationships and to be able to keep themselves safe from exploitation.

Relationships Education, and Relationships and Sex Education, are delivered at age-appropriate levels using the Jigsaw programme in PSHE lessons. We comply with all statutory requirements for teaching relationships education to primary aged pupils, and relationships and sex education to secondary aged pupils. Relationships education teaches the fundamental building blocks and characteristics of positive relationships.

We are open about sex education that we cover in each year group. Sex education is defined by the school as 'PSHE lessons containing content regarding human reproduction and sexual activity'. Parents are legally able to request that their child is withdrawn from sex education (up until three months before the child's 16<sup>th</sup> birthday, when it becomes the child's choice) that takes place outside of the national curriculum for science (DfE recommended, but non-compulsory, sex education as specified in section 7.4). Parents are not able to withdraw their child from science lessons, or from any other SMSC lessons that do not fall under this definition. If a parent wishes to discuss their request to withdraw their child from sex education within SMSC they should contact the Headmaster. Parents of pupils in the Lower School are contacted prior to the commencement of teaching RSE topics to set out the content that will be covered in class.

Our belief is that all young people should receive Relationships and Sex Education and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. The teaching of relationships education at the primary phase and relationships and sex education at the secondary phase is statutory as outlined by the DfE. We aim to deal sensitively and honestly with issues of sexual orientation and other matters, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them.

In June 2021, Ofsted published a review into sexual abuse in schools and colleges (<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>). The report outlined recommendations for school and college leaders:

*School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.*



*In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:*

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'*
- high-quality training for teachers delivering RSHE*
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse*
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated*
- working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour*
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs*
- training to ensure that all staff (and governors, where relevant) are able to:*
  - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse*
  - identify early signs of peer-on-peer sexual abuse*
  - consistently uphold standards in their responses to sexual harassment and online sexual abuse*

Our PSHE curriculum and general promotion of SMSC across the School, ensures compliance with the points above.

## **6.1. Confidentiality**

Teachers cannot offer unconditional confidentiality.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be advised, wherever possible, to talk to parent/carer and if necessary to seek medical advice;
- child protection issues will be considered, and if necessary referred to the DSL;
- the young person will be advised about contraception by the School Nurse, including information about where young people can access contraception and advice services.
- All staff are trained through Educare which is updated in line with current version of KCSIE and other statutory guidance.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that the matter must be referred to the DSL.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality guidance.

## **6.2. Monitoring and Evaluation of Relationship and Sex Education**

It is the responsibility of the Heads of each phase and the Headmaster to oversee the monitoring and evaluation of SMSC, in the context of the overall school plans for monitoring the quality of teaching and learning.

## 6.3. Content in Key Stage 1

We cover the following relationships education and health related topics in Key Stage 1. None of our Key Stage 1 curriculum falls under our definition of sex education.

### 6.3.1. KR

Basic common body parts are taught.

### 6.3.2. K1

- The national curriculum specifies that children are taught basic parts of the human body: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.
- The Jigsaw programme Puzzle 6 piece 4: 'Boys and girls bodies' is not taught.
- Children are taught to identify different members of family and understand that there are lots of different types of family (Jigsaw Puzzle 5 piece 1).

### 6.3.3. K2

The national curriculum specifies that children are taught to notice that animals, including humans, have offspring which grow into adults. National curriculum guidance states: Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.

The Jigsaw programme Puzzle 6 piece 4: 'Boys and girls bodies' is not taught.  
The Jigsaw programme Puzzle 6 piece 5: 'Assertiveness' is edited to remove different types of touch but includes what to do if you have a worry.

The NSPCC programme 'Pants' is taught on the advice of KCC.

## 6.4. Sex education content in Key Stages 2-4

As part of our full SMSC curriculum, the following aspects of sex education are covered in Key Stages 2-4:

| Year group | Topic & Content | Taught in Science | Taught in PSHE | Compulsory lesson | DfE recommended but not compulsory | Link to useful resource |
|------------|-----------------|-------------------|----------------|-------------------|------------------------------------|-------------------------|
|            |                 |                   |                |                   |                                    |                         |

|   |                                                                                                                                                         |   |   |   |  |  |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|--|--|
| 3 | Boys and Girls bodies                                                                                                                                   |   |   |   |  |  |
|   | Parts of the body that make us different and correct names for them. Some parts of the body are private.                                                |   | ✓ | ✓ |  |  |
|   | Outside and Inside Body Changes                                                                                                                         |   |   |   |  |  |
|   | How our bodies will change so they can make babies when we grow up.                                                                                     |   | ✓ | ✓ |  |  |
|   |                                                                                                                                                         |   |   |   |  |  |
| 4 | Having a Baby                                                                                                                                           |   |   |   |  |  |
|   | The choice to have a baby; the parts of men and women that make babies.                                                                                 |   | ✓ | ✓ |  |  |
|   | Girls' Puberty                                                                                                                                          |   |   |   |  |  |
|   | How a girl's body changes so that she can have a baby when she is an adult – including menstruation and the female reproductive system.                 |   | ✓ | ✓ |  |  |
|   |                                                                                                                                                         |   |   |   |  |  |
| 5 | Puberty                                                                                                                                                 |   |   |   |  |  |
|   | Understanding physical changes, including reproductive system, for both sexes; discussing feelings about changes. Importance of looking after yourself. |   | ✓ | ✓ |  |  |
|   | Having a Baby (from Year 4 Jigsaw)                                                                                                                      |   |   |   |  |  |
|   | Scientific explanation of how human reproduction happens, linked to the female reproductive system.                                                     | ✓ |   | ✓ |  |  |
|   |                                                                                                                                                         |   |   |   |  |  |
| 6 | Conception and conception to Birth                                                                                                                      |   |   |   |  |  |

|   |                                                                                                                                                                   |   |   |   |   |  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|--|
|   | Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life. The story of pregnancy and birth. |   | ✓ |   | ✓ |  |
|   | <b>Puberty</b>                                                                                                                                                    |   |   |   |   |  |
|   | Consolidating understanding of physical and emotional changes and how they affect us. A time to ask questions and reflect in single sex groups.                   |   | ✓ | ✓ |   |  |
|   |                                                                                                                                                                   |   |   |   |   |  |
| 7 | <b>Puberty</b>                                                                                                                                                    |   |   |   |   |  |
|   | Changes that happen during puberty                                                                                                                                | ✓ | ✓ | ✓ |   |  |
|   | The difference between adolescence and puberty                                                                                                                    | ✓ |   | ✓ |   |  |
|   | <b>Reproductive systems</b>                                                                                                                                       |   |   |   |   |  |
|   | The main structures of the male and female reproductive systems, including gametes                                                                                | ✓ |   | ✓ |   |  |
|   | The function of the main structures in the male and female reproductive systems                                                                                   | ✓ |   | ✓ |   |  |
|   | The structure and function of gametes                                                                                                                             | ✓ |   | ✓ |   |  |
|   | <b>Fertilisation and implantation</b>                                                                                                                             |   |   |   |   |  |
|   | The meaning of fertilisation                                                                                                                                      | ✓ |   | ✓ |   |  |
|   | The process of fertilisation                                                                                                                                      | ✓ |   | ✓ |   |  |
|   | The causes of low fertility in male and female reproductive systems                                                                                               | ✓ |   | ✓ |   |  |
|   | <b>Development of a foetus</b>                                                                                                                                    |   |   |   |   |  |

|          |                                                                                                                 |   |   |   |   |                                                              |
|----------|-----------------------------------------------------------------------------------------------------------------|---|---|---|---|--------------------------------------------------------------|
|          | Meaning of gestation                                                                                            | ✓ |   | ✓ |   |                                                              |
|          | What happens during gestation and birth                                                                         | ✓ |   | ✓ |   |                                                              |
|          | Substances passed between the mother and the foetus                                                             | ✓ |   | ✓ |   |                                                              |
|          | <b>The menstrual cycle</b>                                                                                      |   |   |   |   |                                                              |
|          | What the menstrual cycle is                                                                                     | ✓ |   | ✓ |   | <a href="#">Talking Periods - BBC Teach</a>                  |
|          | The length of the menstrual cycle                                                                               | ✓ |   | ✓ |   |                                                              |
|          | The main stages in the menstrual cycle                                                                          | ✓ |   | ✓ |   |                                                              |
|          | Contraception                                                                                                   | ✓ |   | ✓ |   |                                                              |
|          | <b>Staying safe and relationships</b>                                                                           |   |   |   |   |                                                              |
|          | Practices such as Female Genital Mutilation and breast ironing are forms of abuse                               |   | ✓ | ✓ |   |                                                              |
|          | Natural and alternative methods of conception e.g. IVF, how a baby develops inside the uterus and is born       |   | ✓ |   | ✓ |                                                              |
|          | Different types of committed stable relationships, effective parenting, roles and responsibilities of parenting |   | ✓ | ✓ |   |                                                              |
|          |                                                                                                                 |   |   |   |   |                                                              |
| <b>8</b> | <b>Pornography</b>                                                                                              |   |   |   |   |                                                              |
|          | That pornographic images do not reflect reality                                                                 |   | ✓ |   | ✓ | <a href="#">KS4 RSE: Teaching Porn Awareness - BBC Teach</a> |
|          | That pornography can affect expectations and self-image                                                         |   | ✓ |   | ✓ |                                                              |

|   |                                                                                 |   |   |   |   |                                                                                          |
|---|---------------------------------------------------------------------------------|---|---|---|---|------------------------------------------------------------------------------------------|
|   | The role of pornography in society                                              |   | ✓ |   | ✓ |                                                                                          |
|   | The negative influence pornography can have on relationships                    |   | ✓ |   | ✓ | <a href="#">Pornography - BBC Teach</a>                                                  |
|   | <b>Staying safe</b>                                                             |   |   |   |   |                                                                                          |
|   | Risks associated with alcohol, including unprotected sex and non-consensual sex |   | ✓ |   | ✓ |                                                                                          |
|   | What the law says in relation to alcohol and sex                                |   | ✓ |   | ✓ |                                                                                          |
|   | The steps someone could take if they had engaged in risky sexual behaviour      |   | ✓ |   | ✓ |                                                                                          |
|   |                                                                                 |   |   |   |   |                                                                                          |
| 9 | <b>Pornography</b>                                                              |   |   |   |   |                                                                                          |
|   | False impressions of sex and sexual relationships                               |   | ✓ |   | ✓ | <a href="#">KS4 RSE: Teaching Porn Awareness - BBC Teach</a>                             |
|   | Challenging stereotypes of 'ideal' males and females                            |   | ✓ |   | ✓ | <a href="#">Pornography - BBC Teach</a>                                                  |
|   | Pornography and the law                                                         |   | ✓ |   | ✓ |                                                                                          |
|   | <b>Contraception</b>                                                            |   |   |   |   |                                                                                          |
|   | Contraception methods                                                           | ✓ | ✓ | ✓ | ✓ | <a href="#">KS4 RSE: Teaching Relationships and Sex Education Positively - BBC Teach</a> |
|   | Sexual health and preventing pregnancy                                          | ✓ | ✓ | ✓ | ✓ |                                                                                          |
|   | Sex and the law                                                                 |   | ✓ |   | ✓ |                                                                                          |

|  |                                 |   |   |   |   |
|--|---------------------------------|---|---|---|---|
|  | <b>Sexual health</b>            |   |   |   |   |
|  | Consequences of unprotected sex | ✓ | ✓ | ✓ | ✓ |
|  | STIs                            | ✓ | ✓ | ✓ | ✓ |
|  | Sexual health clinics           |   | ✓ |   | ✓ |

|           |                       |   |   |   |   |
|-----------|-----------------------|---|---|---|---|
| <b>10</b> | <b>Sexual health</b>  |   |   |   |   |
|           | STIs and staying safe | ✓ | ✓ | ✓ | ✓ |

|           |                                                                                      |  |   |   |                                                                                    |
|-----------|--------------------------------------------------------------------------------------|--|---|---|------------------------------------------------------------------------------------|
| <b>11</b> | <b>Consent</b>                                                                       |  |   |   |                                                                                    |
|           | Consent within sexual relationships                                                  |  | ✓ | ✓ |                                                                                    |
|           | <b>Sexual relationships</b>                                                          |  |   |   |                                                                                    |
|           | Influences that inform decision making with regard to sexual relationships           |  | ✓ |   | ✓<br><a href="#">KS3 / KS4 PSHE: Dealing with pressures to have sex- BBC Teach</a> |
|           | Strategies to manage sexual pressure                                                 |  | ✓ |   | ✓                                                                                  |
|           | Consent in relation to sexual relationships                                          |  | ✓ |   | ✓<br><a href="#">KS4 RSE: Teaching Sexting Awareness - BBC Teach</a>               |
|           | <b>Healthy and unhealthy sexual relationships and forms of abuse</b>                 |  |   |   |                                                                                    |
|           | The range of risks to physical and mental health associated with sexual relationship |  | ✓ |   | ✓                                                                                  |



|  |                                                             |  |   |   |   |                                                       |
|--|-------------------------------------------------------------|--|---|---|---|-------------------------------------------------------|
|  | Strategies to avoid high risk situations in relation to sex |  | ✓ |   | ✓ |                                                       |
|  | Female genital mutilation                                   |  | ✓ |   | ✓ |                                                       |
|  | Sexual violence                                             |  | ✓ |   | ✓ |                                                       |
|  | Sex and substance misuse                                    |  | ✓ |   | ✓ |                                                       |
|  | Risky sexual experimentation                                |  | ✓ |   | ✓ |                                                       |
|  | Grooming                                                    |  | ✓ |   | ✓ |                                                       |
|  | Safe and appropriate ways to end a sexual relationship      |  | ✓ |   | ✓ |                                                       |
|  | Coercive behaviour                                          |  | ✓ |   | ✓ | <a href="#">Is this coercive control? - BBC Teach</a> |
|  | Online dating                                               |  | ✓ |   | ✓ |                                                       |
|  | Abuse                                                       |  | ✓ |   | ✓ |                                                       |
|  | Rape                                                        |  | ✓ |   | ✓ |                                                       |
|  | <b>Concepts and laws related to abuse and hate crimes</b>   |  |   |   |   |                                                       |
|  | Honour-based violence and forced marriage                   |  | ✓ | ✓ |   |                                                       |
|  | FGM and breast ironing                                      |  | ✓ | ✓ |   |                                                       |
|  | Hate crimes                                                 |  | ✓ | ✓ |   |                                                       |
|  | <b>Sexual health</b>                                        |  |   |   |   |                                                       |

|                                        |                                                                                                    |   |   |   |   |                                                            |
|----------------------------------------|----------------------------------------------------------------------------------------------------|---|---|---|---|------------------------------------------------------------|
|                                        | STIs, prevention and treatment                                                                     | ✓ | ✓ | ✓ | ✓ |                                                            |
|                                        | <b>Contraception and pregnancy</b>                                                                 |   |   |   |   |                                                            |
|                                        | Pregnancy, choices, IVF, contraception, fertility                                                  | ✓ | ✓ | ✓ | ✓ |                                                            |
|                                        |                                                                                                    |   |   |   |   |                                                            |
| <b>U4<br/>-L5<br/>GCSE<br/>Biology</b> | Gonorrhoea as a bacterial disease and prevention of spread using a barrier method of contraception | ✓ |   | ✓ |   |                                                            |
|                                        | HIV and AIDS, spread through sexual contact or exchange of bodily fluids                           | ✓ |   | ✓ |   | <a href="#">KS2 / KS3 PSHE: Living with HIV- BBC Teach</a> |
|                                        | Sperm cells                                                                                        | ✓ |   | ✓ |   |                                                            |
|                                        | Ovaries and testes                                                                                 | ✓ |   | ✓ |   |                                                            |
|                                        | The role of hormones in human reproduction, including the menstrual cycle                          | ✓ |   | ✓ |   |                                                            |
|                                        | Puberty                                                                                            | ✓ |   | ✓ |   |                                                            |
|                                        | Contraception                                                                                      | ✓ |   | ✓ |   |                                                            |
|                                        | Fertility                                                                                          | ✓ |   | ✓ |   |                                                            |
|                                        | The use of hormones to treat infertility                                                           | ✓ |   | ✓ |   |                                                            |
|                                        | Sexual reproduction                                                                                | ✓ |   | ✓ |   |                                                            |

# Appendix 1: Gad's Hill School curriculum: PSHE lessons

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## 6.5. Aims

This document outlines our scheme of work for PSHE lessons in key stages 1-4.

## 6.6. Our whole-school approach

We have a whole-school approach to the delivery of PSHE lessons, using the Jigsaw programme. We subscribe to the annual updates of the Jigsaw programme, ensuring that our lesson resources remain compliant with any statutory changes. Whilst using the Jigsaw programme as a basis for our PSHE lessons, teachers will adapt lessons as appropriate without removing any statutory content.

Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills, spiritual development and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time.

The Jigsaw Programme focuses on mental health throughout, incorporating mindfulness practices that can be used in each lesson. Mental health is a pre-requisite for successful learning, for health, happiness and positive life choices. It is also crucial for understanding that young people need to be empowered to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm.

## 6.7. Puzzles (units)

The Jigsaw Programme includes six units of study (Puzzles), each with six lessons (Pieces), designed to be taught sequentially throughout the school year, one per term, as follows:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

## 6.8. Ages 15-16 reduced programme

Note that Ages 15-16 have a reduced PSHE programme, owing to exam schedules, so Celebrating Difference and Changing Me are not taught in this age group. However, the remaining Puzzles (units):

- Being Me in My World

- Dreams and Goals
- Healthy Me
- Relationships

contribute significantly to the statutory requirements for Relationships, Sex and Health Education (DfE guidance 2018) all of which are met within the 14-16-year-old Jigsaw programme.

## 6.9. PSHE lessons content overview

These tables show the Jigsaw content, followed by specific parts of the relationships and sex education content which is covered, or not, at Gad's Hill in section 3.

|                 |                                                                                                                                                                                                                   |                                                                                                                                                                                                               |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ages 5-6</b> | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the Learning Charter                                                      | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone                                                       | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success             | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/safety with household items<br>Road safety<br>Linking health and happiness                                              | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships                                                 | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition |
| <b>Ages 6-7</b> | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings                         | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends               | Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success                                                                                        | Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food                                                                                                              | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships                                                                                                                       | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition                             |
| <b>Ages 7-8</b> | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives | Families and their differences<br>Family conflict and how to manage it (child-centred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments | Difficult challenges and achieving success<br>Dreams and ambitions<br>New challenges<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning processes<br>Managing feelings<br>Simple budgeting | Exercise<br>Fitness challenges<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe and why it's important online and off line scenarios<br>Respect for myself and others<br>Healthy and safe choices | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Being a global citizen<br>Being aware of how my choices affect others<br>Awareness of how other children have different lives<br>Expressing appreciation for family and friends | How babies grow<br>Understanding a baby's needs<br>Outside body changes<br>Inside body changes<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition                                              |

| Age Group         | Being Me In My World                                                                                                                                                                                                                             | Celebrating Difference                                                                                                                                                                                                        | Dreams and Goals                                                                                                                                                                          | Healthy Me                                                                                                                                                                    | Relationships                                                                                                                                                                                                                                | Changing Me                                                                                                                                                                                                            |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ages 8-9</b>   | Being part of a class team<br>Being a school citizen<br>Rights, responsibilities and democracy (school council)<br>Rewards and consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour                               | Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions | Hopes and dreams<br>Overcoming disappointment<br>Creating new, realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes | Healthier friendships<br>Group dynamics<br>Smoking<br>Alcohol<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength                                                 | Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting on and Falling Out<br>Girlfriends and boyfriends<br>Showing appreciation to people and animals                                                                                | Being unique<br>Having a baby<br>Girls and puberty<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change                                                                     |
| <b>Ages 9-10</b>  | Planning the forthcoming year<br>Being a citizen<br>Rights and responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating                                                          | Cultural differences and how they can cause conflict<br>Racism<br>Rumours and name-calling<br>Types of bullying<br>Material wealth and happiness<br>Enjoying and respecting other cultures                                    | Future dreams<br>The importance of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation                | Smoking, including vaping<br>Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour       | Self-recognition and self-worth<br>Building self-esteem<br>Safer online communities<br>Rights and responsibilities online<br>Online gaming and gambling<br>Reducing screen time<br>Dangers of online grooming<br>SMART internet safety rules | Self- and body image<br>Influence of online and media on body image<br>Puberty for girls<br>Puberty for boys<br>Conception (including IVF)<br>Growing responsibility<br>Coping with change<br>Preparing for transition |
| <b>Ages 10-11</b> | Identifying goals for the year<br>Global citizenship<br>Children's universal rights<br>Feeling welcome and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling | Perceptions of normality<br>Understanding disability<br>Power struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences as conflict, difference as celebration<br>Empathy                                     | Personal learning goals, in and out of school<br>Success criteria<br>Emotions in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments     | Taking personal responsibility<br>How substances affect the body<br>Exploitation, including 'county lines' and gang culture<br>Emotional and mental health<br>Managing stress | Mental health<br>Identifying mental health worries and sources of support<br>Love and loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology use                        | Self-image<br>Body image<br>Puberty and feelings<br>Conception to birth<br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Boyfriends/girlfriends<br>Sexting<br>Transition                   |

| Year / Age        | Being Me in My World                                                                                                                                                                                                                                                                              | Celebrating Difference                                                                                                                                                                                                                                                                                                                                                    | Dreams and Goals                                                                                                                                                                                                                                                                                | Healthy Me                                                                                                                                                                                                                                                                                                                                         | Relationships                                                                                                                                                                                                                                                                                                                                              | Changing Me                                                                                                                                                                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 7<br>(11-12) | Unique me, differences & conflict.<br>My influences, gateway emotions, belonging to a group, peer pressure, child on child abuse.<br>Online safety, sexting, consequences, online legislation                                                                                                     | Bullying, prejudice & discrimination (positive and negative)<br>Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness                                                                                                                                                                                           | Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills.<br>Safe & unsafe choices, substances, gangs, knives, exploitation.<br>Emergency first aid                                                                                   | Stress and anxiety, managing mental health, physical activity and mental health.<br>Effects of substances, legal consequences.<br>Nutrition and sleep.<br>Vaccination, importance of information on making health choices                                                                                                                          | Characteristics of healthy relationships, consent.<br>Relationships and change, emotions within friendships, child on child abuse.<br>Rights and responsibilities, being discerning, assertiveness, sexting                                                                                                                                                | Puberty changes, Reproduction facts, FGM, breast flattening/ironing. Responsibilities of parenthood, IVF, types of committed relationships. Media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support |
| Year 8<br>(12-13) | Self-identity, influences, family and identity.<br>Stereotypes, personal beliefs and judgements.<br>Managing expectations, first impressions, respect for the beliefs of others.<br>Marriage, protected characteristics.<br>Active listening                                                      | Positive change made by others, how positive behaviour affects feelings of wellbeing.<br>Social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion.<br>Stereotypes, prejudice, LGBT+ bullying, child on child abuse, hate crimes.<br>Fear & emotions, stand up to bullying, the golden rule. Organ and blood donation | Long-term goals, skills, qualifications, careers.<br>Money and happiness.<br>Ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money.<br>Online safety and legal responsibilities, gambling issues.                                                  | Long-term physical health, responsibility for own health. Dental health, stress triggers and help tips, substances and mood.<br>Legislation associated with substances, exploitation and substances, county lines.<br>Medicine and vaccinations.                                                                                                   | Positive relationship with self, social media and relationship with self, negative self-talk.<br>Managing a range of relationships, child on child abuse, personal space.<br>Online etiquette, online privacy, bullying and personal safety.<br>Social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support | Types of close intimate relationships, physical attraction, love.<br>Legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour                                           |
| Year 9<br>(13-14) | Perceptions about intimate relationships, consent.<br>Sexual exploitation, peer approval, child on child abuse, grooming, radicalization, county lines.<br>Risky experimentation, positive and negative self-identity, groups, influences, social media.<br>Abuse and coercion, coercive control. | Protected characteristics, Equality Act, phobic and racist language.<br>Legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child on child abuse, bullying in the workplace.<br>Direct and indirect discrimination, harassment, victimisation.<br>Prejudice, discrimination and stereotyping                           | Personal strengths, health goals, SMART planning.<br>The world of work.<br>Links between body image and mental health.<br>Non-financial dreams and goals.<br>Mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression. | Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol.<br>Alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation.<br>Emergency situations, first aid, CPR, substances and safety, sources of advice and support | Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services                           | Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation                               |

|                    |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                        |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 10<br>(14-15) | Human rights, societal freedom, understanding safety in UK and beyond.<br>Ending relationships safely, stages of grief, loss and bereavement.<br>Social media and culture, use of online data, threats to online safety, online identity.<br>Assessing and managing risk, the law and social media.<br>Positive and negative relationships                                                | Equality in the workplace, in society, in relationships.<br>Equality act 2010, vulnerable groups including disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, Equity equality and inequality, my health. | Impact of physical health in reaching goals, relationships and reaching goals.<br>Resilience, work-life balance, connections and impact of mental health.<br>Balanced diet, vital organs, blood donation, benefits of helping others.<br>Online profile and impact on future goals and employability.                                                                                                        | Improving health, mental health, sexual health, blood-borne infections, self examination.<br>Diet and long term health, misuse of prescription drugs, substances and the body.<br>Common mental health disorders, positive impact of volunteering.<br>Common threats to health including chronic disease.<br>Epidemics, misuse of antibiotics, organ donation, stem cells                                                  | Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust.<br>Relationship choices, ending relationships safely, consequences of relationships ending e.g bullying, child on child abuse, revenge porn, grief cycle, impact on family.<br>Understanding love, fake news, pornography.                                                       | Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully.<br>Decision-making, sexual identity, gender, spectrum of sexuality.<br>Stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support. |
| Year 11<br>(15-16) | Becoming an adult.<br>Age limits and the law relationships and the law, consent, coercive control, child on child abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010.<br>The law on internet use and pornography, social media concerns, sexting keeping safe.<br>Emergency situations, key advice, first aid, scenarios and consequences |                                                                                                                                                                                                                                                                                                                                          | Anxiety, solution focused thinking, sleep, relaxation, aspiration on; career, finances, budgeting, borrowing, relationships.<br>Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options.<br>Long term relationship dreams and goals, parenting skills and challenges.<br>Resilience, what to do when things go wrong. | Managing anxiety and stress, exam pressure, concentration strategies, work-life balance.<br>Sexual health, hygiene, self examination.<br>STIs, sexual pressure, fertility issues, contraception, consent.<br>Pregnancy choices including; adoption, abortion, bringing up a baby, financial implications.<br>Identifying a range of risks including rape and strategies for staying safe.<br>Expectations in relationships | Stages of intimate relationships, positive and negative connotations of sex.<br>Spectrum of gender and sexuality, LGBT right and protection under the Equality Act, coming out challenges, LGBT media stereotypes.<br>Child on child abuse, power control and sexual experimentation.<br>Forced marriage, honour based violence, FGM and other abuses, hate crime, sources of support. |                                                                                                                                                                                                                                                                                                                                                        |