

READ SCHOOL PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

1. Rationale and Purpose

- The core purpose of PSHE throughout Read School is to support the personal development and high achievement of young people in the School to enable them to participate in society as fulfilled, well-rounded individuals. Our vision is to enable the development of:
 - Successful learners
 - Confident individuals
 - Responsible citizens
- PSHE education prepares young people for life and work in a rapidly changing world, helping to keep pupils safe, healthy and boosting their life chances.
- So important is PSHE at Read School in underpinning all areas of a young person's school and personal life, that we call it 'Learning for Life (LFL). The aim for our pupils is that this 'curriculum for life' will enable them to:
 - protect themselves and others both online and offline
 - improve their physical and emotional health
 - develop confidence, character and resilience
 - increase academic attainment and employment prospects
- Policies are designed to support the ethos, aims and vision of the school as outlined in the School Improvement Plan and on the school website.
- PSHE is about what it is to be a person. Fundamentally, it is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding.
- It is our vision that PSHE places the learner at the centre of planning, learning and assessment, taking into account local and wider needs.
- We aim to recognise the value of and build on the diversity and richness of the existing knowledge and understand the skills, values and experiences that young people bring to their learning. All young people learn within a planned, flexible, differentiated, developmental, assessed PSHE curriculum which is enriched by and enriches the entire curriculum that they experience as members of the school community. PSHE sets learning within 'real life contexts' that affect young people, their families and the adults they work with. Learning is set within a 'healthy', 'citizenship rich' school modelling the behaviours and values that enrich and reinforce those taught through the programme.

2. Aims

The aims of this policy are:

- To establish a clear rationale for PSHE for the benefit of pupils, throughout the Junior and Senior Schools, all school staff, parents/carers, governors and the community.
- To ensure that each member of staff is aware of his/her role in the personal and social development of students towards becoming good citizens through both the formal and informal curriculum.

- To raise the awareness amongst staff of the ways in which different subjects can contribute towards aspects of PSHE.
- To establish the importance of the school's PSHE programme and how it underpins all aspects of school life.

3. Definition

- PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.
- PSHE supports children and young people to make informed decisions about their lives. It contributes to young peoples' life chances, developing knowledge, understanding, skills and attitudes.
- PSHE gives students opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and those of others in society. It also helps to promote students' well-being and self-esteem, supporting them to take responsibility for their learning and future life chances.
- It does this by providing active learning that enables young people to develop the concepts, knowledge and skills to be able successfully to manage themselves, their relationships, risk and the challenges and opportunities, predictable and unpredictable, known and unknown that they may encounter in life. Sex and Relationships Education (RSE) and Drugs Education are taught within the curriculum. Curriculum planning creates learning contexts and provides opportunities to address an appropriate balance of citizenship, personal wellbeing, economic wellbeing and financial capability. Citizenship within the PSHE programme of study supports students' development in making a positive contribution to society. Through our PSHE programme students are encouraged to show respect for our diverse society.

4. Provision and Evaluation

- The teaching of PSHE should enable young people to explore, compare and clarify their values, including by challenging their assumptions and thinking. Good life choices and decision-making are essentially made on the basis of sound knowledge and access to accurate, relevant and unbiased information that learners make sense of with the support of their school, their parents/carers and their community. The implementation of this policy is the responsibility of all members of The Read School community.
- Through a broad range of learning approaches including enquiry-based learning, PSHE contributes to the classroom and the school as 'learning communities' and supports teachers operating as 'reflective practitioners'.
- The Read School LFL Curriculum is part of a wider school programme of 'Personal Development'. Personal Development is a programme provided by Read School to meet a large number of wider aims, as opposed to a curriculum.
- The goal of the Personal Development Programme is to develop:
 - Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
 - Pupils' understanding of the fundamental British values of democracy,

- individual liberty, the rule of law and mutual respect and tolerance
- Pupils' character - a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

SENIOR SCHOOL PSHE CURRICULUM

The Senior School LFL curriculum is carefully mapped so that the six themes and their content are covered in a spiralling and progressive way. This curriculum is rooted in the (July 2025) statutory guidance for RSHE (Relationships, Sex and Health Education) and has also been informed by the Cre8tive Curriculum Scheme of Work as well as the PSHE Association.

The delivery of the content has a **KNOWLEDGE-SKILLS-ATTITUDES** emphasis with self-esteem, resilience and self-care at the heart of it.

There are 13 topics in the statutory guidance for secondary schools and these are interleaved through the units and across the year groups ensuring that pupils can make connections and links between units and topics.

Delivery of this curriculum content will be enabled through:

- A dedicated 55-minute weekly lessons in Years 7, 8, 9,10 and 11.
- Dedicated lessons in Sixth Form that are predominantly teacher-led but that are online and video based so they can be accessed by students who miss lessons or need to complete work at an alternative time.
- Content being planned and differentiated using the long, short and medium term plans and materials related to the LFL Scheme of Work but in a flexible way to ensure ongoing needs and issues arising in school are met. PSHE Association resources to be utilised at the discretion of the teacher and providing a lesson's objectives are met.
- **The Cre8tive resources to be shared by the subject lead with pupils and staff on Google Classroom weekly as a starting point to ensure consistency and coverage, but with awareness of teachers to respond flexibly to what is happening in the lesson and achieve coverage of the learning objectives** in a way appropriate to that group of students, whilst keeping in mind that a variety of activities need to be delivered to maintain interest.
- The content of whole-school and key stage assemblies preceding or reflecting the content delivered in discrete LFL lessons and form time sessions.
- Using form time in Senior School, to deepen understanding in areas taught and to discuss current affairs.
- All teachers of LFL to be aware that a good lesson should usually include:
 - Pupil self-assessment against objectives
 - ground rules - clarified and referred to in each lessons differentiated activities
 - pupil self reflection
 - the signposting of support for the pupils at the end of a lesson such as adults in school, Childline, The NSPCC and safe websites that deal with the content of the lesson.

Ensuring all staff at school are aware of LFL content coverage, and kept up to date with key developments through the staffroom display board, briefings and INSET.

- Cross curricular links and activities within subject areas (E.g. Citizenship, PE, Religious Studies and Science)
- Visiting speakers
- The programme is supported by colleagues from within school and specialists from the wider community who bring their expert knowledge or experiences to enrich the PSHE Education programme.

Assessment and Evaluation

There is no formal arrangement for assessing RSE, however, outcomes are closely monitored by teaching staff and the head of PSHE by discussion and using the following procedures.

It is advised that in each lesson, pupils complete the baseline and end point confidence checker to show progress in understanding knowledge (example Appendix 3).

After each unit of work, pupils complete the Self-Assessment and Reflection sheet (Appendix 3) which focuses on establishing their understanding of the knowledge and skills learnt and how this affects their actions, attitudes and decisions in relation to our aims to promote positive attitudes, healthy relationships and the avoidance of harmful language. This information can be presented by pupils in other ways (such as mind maps, story boards, graffiti walls etc) to suit their needs or preferences, under the discretion of the teacher.

Pupil Voice questionnaires also assess outcomes but also give the children a say in how they feel about LFL lessons and give them an opportunity to express if there is anything they do not understand or that they would like to learn.

SEND

At Read School we teach PSHE to all pupils whatever their ability. Through our PSHE teaching we provide a wide range of learning opportunities and types of activities that enable all pupils to make progress.

Where a pupil is known to have special needs, their EHCP will be followed and pupils with other needs on the SEND register will be accommodated and adapted for accordingly. Classroom organisation, teaching materials, teaching style, and differentiation/adapting will continuously take place to enable all pupils to learn more effectively. This ensures that our teaching is matched to the pupils' needs.

Parental Rights

As previously stated, parents are able to request to view curriculum materials by contacting the Head of LFL or the Head of the Key Stage.

Parents have the right to request that their child be withdrawn from all or some of sex education delivered as part of statutory RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of

sexual consent. Parents who wish their child to be withdrawn need to communicate this in a letter or email to the Headteacher.

At Read School, we feel that withdrawal is inadvisable and as such there will be discussions with the parent/carers to clarify the purpose of RSE before a child is withdrawn. It is inevitable that students will discuss the content of the lessons and there is a risk that misinformation and half-truths will be passed on and perpetuated if pupils are withdrawn.

PSHE is the joint responsibility of the individual, the family, the school and the wider community. As such, we aim to ensure parents are aware of the importance, nature and content of LFL through online presentations and piggy-backing events when parents are in school such as transition evenings.

Any child protection concerns which arise in PSHE lessons are to be reported to the Designated Safeguarding Lead (DSL) in the School.

1. Related Policies

The PSHE policy and programme complement the following school policies:

- Drugs Education
- Sex and Relationships

6. Monitoring and Review

The Headteacher is responsible for the overall management and leadership of the PSHE policy. This policy will be reviewed every year by the PSHE coordinator and the Headteacher.

The quality of teaching will be monitored by the PSHE coordinator, supported by SLT as appropriate.

The Headteacher will report to the Education, Learning and Teaching Committee and Standards Committee of the Governing Board on the implementation of this policy.

This policy is to be reviewed every year. The consultation process will involve students, parents/carers, staff, and the school governing body.

Sources

The following documents were used to inform this policy:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2025
- National curriculum in England: framework for key stages 1 to 4 • Education Act 2011
- The new Ofsted framework for PSHE education 2019

DFE: PSHE 2020 Statutory guidance

As mentioned above, the selection of knowledge in the Read School curriculum is informed by the RSHE Statutory Guidance 2020, the 2025 Statutory RSHE Guidance, the PSHE Association's suggested curriculum as well as The Gatsby Benchmarks for Careers.

Mental wellbeing

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
That happiness is linked to being connected to others
- How to recognise the early signs of mental wellbeing concerns
- Common types of mental ill health (e.g. anxiety and depression)
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- The science relating to blood, organ and stem cell donation**

Healthy eating

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs alcohol and tobacco

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- The law relating to the supply and possession of illegal substances
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- The physical and psychological consequences of addiction, including alcohol dependency
- Awareness of the dangers of drugs which are prescribed but still present serious health risks
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics About dental health and

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the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist**

- The benefits of regular self-examination and screening
- The facts and science relating to immunization and vaccination
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid

- Basic treatment for common injuries
- Life-saving skills, including how to administer CPR
- The purpose of defibrillators and when one might be needed

Changing adolescent body

- Key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health

Relationships and sex education

1. Families

- That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is*, including its 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
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting
- 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

2. Respectful relationships, including friendships

- 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
- Practical steps they can take in a range of different contexts to improve or support respectful relationships as well as skills for ending relationships
- 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) Pupils should be equipped to recognise misogyny and other forms of prejudice.
- How pornography can negatively influence sexual attitudes and behaviours.
- About how sub-cultures and sexual norms such as incels might influence their understanding of sexual ethics.
- 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
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

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- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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
- Dealing with change, grief and loss

3. Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online The impact of viewing harmful content
- 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 partner
- The harms that can be caused by deepfakes and how to identify them
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online
- The risks posed by AI (and associated chatbots) in the creation of fake imagery or creation of harmful advice.

5. Being Safe

- 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, strangulation and suffocation and how these can affect current and future relationships
- 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)
- How to increase their personal safety in public places including safety around roads, railways and water for example.
- How to seek support and medical attention

6. **Intimate and sexual relationships, including sexual health**
- 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
 - 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
 - The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women - including menopause " • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
 - That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available
 - The facts around pregnancy including miscarriage
 - 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)
 - 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

- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Additionally, pupils will be made aware of the laws and relevant legal provisions when relevant topics are being taught including those relating to:

- Marriage
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, Female genital mutilation (FGM), virginity testing, and hymenoplasty
- Sexual abuse, harassment and exploitation
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- The Online Safety Act
- Protected Characteristics
- Gambling
- Carrying knives and weapons
- The age of criminal responsibility
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation
- Hate crimes
- Medical consent, Gillick competence and parental responsibility.
- Grooming or exploiting children into criminal activity

In addition, our PSHE education also provides opportunities to learn about :

Relationships

- developing and maintaining positive relationships and dealing with negative relationships
- learning about bullying and consent
- how to communicate effectively inappropriate behaviour in relationships and, at a later stage, topics such as sexual coercion and grooming.

Developing independence, resilience and responsibility

- preparing children and young people to face life's challenges and make the most of life's opportunities.

Managing risk

- understanding personal safety and online safety
- financial choices and risks
- appreciating the value of taking risks in certain situations (e.g. entrepreneurial risks)

Economic wellbeing

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- the role of money
- influences on our use of money
- gambling
- careers education

Employability skills

- learning about enterprise, business and finance
- developing the skills and attributes to succeed at work, including communication skills and confidence

JUNIOR SCHOOL PSHE CURRICULUM

1 Aims and Objectives

1.1 Personal, Social, Health and Economic education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding that will enable them to lead confident, healthy, independent lives and to become informed, active, responsible citizens. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 The aims of PSHE in the Junior School are to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;

- be independent and responsible members of the school community;
- be positive and active members of a democratic society;

- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.
- develop an understanding of how to maintain their own wellbeing

- develop an understanding of Fundamental British Values

- develop skills in mindfulness
- develop an understanding of basic personal economics

2. Teaching and Learning Style

Read Junior School uses a variety of teaching and learning styles. We place emphasis on active learning by including the pupils in discussions, investigations, role play and problem-solving activities.

We encourage the pupils to take part in a range of practical activities that promote active citizenship, for example charity fundraising, the planning of school special events, such as an assembly or open morning, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve

conflicts or set agreed classroom rules of behaviour. We offer pupils the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church,

whom we invite into the school to talk about their role in creating a positive and supportive local community. We are also looking into developing a link with an overseas school to increase the pupils' opportunities to learn more about different cultures.

PSHE and Citizenship Curriculum Planning

3.1 We teach PSHE and Citizenship in a variety of ways. Each class has a dedicated PSHE lesson each week (through Natterhub) and explores the themes set out in the schemes of work.

3.2 Some of the time we introduce PSHE and Citizenship through other subjects, e.g. when teaching about local environmental issues in geography or in English when practising how to put together an argument for or against an issue. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE and Citizenship, we teach a considerable amount of PSHE and Citizenship through our Religious Education lessons.

3.3 We also develop PSHE and Citizenship through activities and whole-school events e.g. the School Council representatives from each class meet twice every half term to discuss school matters. We have a 'Buddy' system where older pupils in the key stage are partnered up with a new pupil, or a pupil from a younger age range. They are asked to look after their welfare until they feel settled and beyond.

We offer a residential visit each year to years 3, 4, 5 and 6 to:

- East Barnby
- Hollowford Centre
- Bewerley Park

On these visits there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Pupils are encouraged to produce their own classroom codes of conduct and help organise and deliver class assemblies.

Pupils also are expected to follow the school's 12 courtesies which are found in their daily diaries and are adopted as a whole-school approach to being courteous citizens.

We also develop PSHE and Citizenship through activities and whole school events. We have an active School Council. We have weekly celebration assemblies where pupils' achievements in and out of school are recognised. Pupils entering Year 6 are given posts of responsibilities including librarians, house captains etc.

The Year 6 children organise an annual Summer Fete, where each House chooses a charity to raise money for. This could be a local charity or an overseas charity. In doing so, they are also developing their skills in managing money and learning about basic economics.

These are just a few examples of PSHE outside of the classroom lesson).

Teaching PSHE and Citizenship to pupils with Special Educational Needs

4.1 In the Junior School we teach PSHE and Citizenship to all pupils whatever their ability. PSHE and Citizenship form part of the school curriculum policy to provide a broad and

balanced education to all pupils. Through our PSHE and Citizenship teaching we provide learning opportunities that enable all pupils to make progress.

- 4.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. There are arrangements for intervention groups to be set up for pupils who need further guidance and support with particular areas.
- 4.3** Intervention through the class teacher, PSHE subject leader and Head of Junior School initially assesses the concerns. If necessary, the Director of Inclusive Learning (DofIL) and parents are involved and may lead to the creation of an Educational Health Care Plan (EHCP) for pupils with special educational needs. The EHCP may include, as appropriate, specific targets relating to PSHE and Citizenship.
- 4.4** We enable pupils to have access to the full range of activities involved in learning PSHE and Citizenship. Where pupils are to participate in activities outside the classroom for example, a charity fund-raising event such as the Summer Fete or sponsorship events, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6. Assessment and Recording

- 5.1** Teachers record relevant achievements of pupils in PSHE and Citizenship in their mark books, although most work is recorded online through the *Natterhub* program. We report these achievements to parents at the end of each academic year in pupil formal reports.

We do not set formal examinations in PSHE and Citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

- 5.2** We keep records of our pupil's contribution to the life of the Junior School and school community on our Dojo online site, where we post stories and photos of special lessons or events, which are accessible to the parents. We also update our entrance hall display boards to incorporate any achievements whether individual or collective to keep parents and visitors, but more importantly, the pupils, aware of what has been going on in a positive celebration of our pupils' lives. There is also a whole school weekly newsletter which is posted on the school website, which features significant achievements or events in the Junior School.
- 5.3** Class teachers encourage pupils to bring in any celebration or achievement and 'show and tell' the rest of their group. Weekly assemblies also offer another opportunity for sharing positive achievements.
- 5.4** Pupils in the Junior School have a reward system called the Dojo Award that they work towards each week. They do this by collecting Dojo points for particularly high-quality academic achievements or social and pastoral achievements. At the end of each week each class teacher finds out which child has gained the most Dojo points that week and they are then awarded a certificate in the weekly assembly by the Head of Junior School.
- 5.5** At the end of each term we have a review assembly and the Dojo points are collated in terms of our 'House system'. A trophy is awarded to the 'House' with the most points for the term.

7. Year 6 elections for House Captains

At the start of Year 6 all pupils who wish to stand for election as House Captain are invited to speak to their house and campaign for leadership. A House Captain and Vice-captain are democratically voted for within the party / house. Photographs of the Captain and Vice-captain are placed on the Dojo news feed. House Captains have various duties to perform throughout the year.

7. Resources

The subject co-ordinator is responsible for overseeing the units of work for each teaching group. The Natterhub scheme of work is the primary source of our lessons but the school has a range of books dealing with aspects of PSHE including bereavement, healthy food and making the correct choices. There are also numerous resources to be found on the internet

8. Monitoring and Review

The PSHE and Citizenship subject co-ordinator is responsible for monitoring the standards of pupils' work and the quality of teaching. The subject co-ordinator supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the Junior School. The subject co-ordinator is also responsible for giving the Head of Prep School feedback evaluating strengths and weaknesses in the subject and indicating areas for further improvement. This ensures that the Prep School development plan for the following academic year reflects the PSHE needs of the Prep School.

**Updated by R.Ainley & J.Strickland
August 2025**

Next update: August 2026

Appendix 1

LFL (PSHE) Scheme of Work (Yrs 7 - 11) 2025 - 2026



The curriculum is built around six core themes:

Core Theme 1: Rights, responsibilities & British Values	Core Theme 2: Celebrating diversity and equality	Core Theme 3: Relationship and Sex Education	Core Theme 4: Staying safe online and offline	Core Theme 5: Health and Wellbeing	Core Theme 6: Life Beyond School
KEY: GB = Gatsby Benchmark Careers BV = British Values CIT = Citizenship RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural	KEY: BV = British Values CIT = Citizenship RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural PC = Protected Characteristics	KEY: GB = Gatsby Benchmark Careers BV = British Values SH = Statutory Health RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural PC = Protected Characteristics	KEY: GB = Gatsby Benchmark Careers BV = British Values SH = Statutory Health RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural PC = Protected Characteristics	KEY: GB = Gatsby Benchmark Careers BV = British Values SH = Statutory Health RSE = Statutory RSE	KEY: GB = Gatsby Benchmark Careers BV = British Values SH = Statutory Health RSE = Statutory RSE SMSC = Social, Moral, Spiritual, Cultural PC = Protected Characteristics FE = Financial Education

Within the statutory RSE and Statutory Health strands there are specific components:

Statutory Relationships and Sex Education (RSE):

- T1: Families
- T2: Respectful relationships, including friendships
- T3: Online and the media
- T4: Being Safe
- T5: Intimate and sexual relationships, including sexual health

Statutory Physical Health and Wellbeing (SH):

- T1: Mental Wellbeing
- T2: Internet Safety and Harms
- T3: Physical health and wellbeing
- T4: Healthy eating
- T5: Drugs, alcohol and tobacco
- T6: Health and prevention
- T7: Basic first aid
- T8: Changing adolescent body

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 2: Celebrating Diversity and Equality	Core Theme 3: Relationships and Sex Education	Core Theme 4: Staying Safe Online and Offline	Core Theme 6: Life Beyond School	Core Theme 5: Health and Wellbeing	Core Theme 1: Rights, Responsibilities and British Values
Unit Title	Celebrating Differences	Friendship, Respect and Relationships	Staying Safe Online and Offline	Community, Careers and Financial Education	Growing Up	Politics, Parliament and the Media
Lesson 1	What is your identity? CIT, BV, SMSC, PC	Consent and boundaries RSE - T4, BV	Online gaming, grooming and addiction SH - T2	How to open a bank account FE, GB	Intro to puberty - girls SH - T8, PC	Why is politics important? How is our country run? CIT, BV, SMSC, PC
Lesson 2	Multicultural Britain RSE - T2, SMSC, BV, CIT	What makes a good friend? Online relationships RSE - T2, SH - T1, SMSC	Alcohol and risk Energy drinks & caffeine SH - T2 and T5	How to read a Bank Statement FE, GB	Puberty - boys SH - T8, PC	The role of the Prime Minister and Monarch CIT, SMSC, GB
Lesson 3	Breaking down stereotypes RSE - T2, SMSC, BV, CIT	Respect and Relationships Bullying or banter? RSE - T2, SMSC, BV	Nicotine and smoking SH - T5	Spending & budgeting FE, GB	Growing up SH - T8, BV, SMSC	Politics, debates and parliament CIT, BV, SMSC
Lesson 4	Learning disabilities RSE - T2, SMSC, BV, CIT	What does it mean to be a man? RSE - T1, PC	E-cigs, vaping and shisha "Why is vaping popular?" SH - T5, BV	How to save money FE, GB	Personal hygiene including oral SH - T6	Elections and campaign CIT, BV, SMSC
Lesson 5	Prejudice & discrimination RSE - T2, SMSC, BV, CIT	Pressure and influence RSE - T1, SMSC, GB	Knife crime and safety RSE - T3, SH - T2, SMSC	How to manage debt FE, GB	Self esteem and empowerment GB, SH - T6	Political parties CIT, BV, SMSC
Lesson 6	Challenging Islamophobia RSE - T2, BV, SMSC, CIT	*AI Chat Bots and the risks RSE - T3	Avoiding gangs BV, SMSC	How to use a bank card FE, GB		

READ SCHOOL POLICY DOCUMENT

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 2: Celebrating Diversity and Equality	Core Theme 3: Relationships and Sex Education	Core Theme 4: Staying Safe Online and Offline	Core Theme 6: Life Beyond School	Core Theme 5: Health and Wellbeing	Core Theme 1: British Values
Unit Title	Equality and Diversity Explored	Healthy Relationships and Sex Education	Staying Safe in Society	My Individuality	Physical and Mental Well Being	Laws
Lesson 1	Equality Act and Protected Characteristics RSE - T1, BV, SMSC, PC, CIT	RSE intro and self-love RSE - T3 & T1, BV, SMSC,	Substance misuse SH - T5	Grooming RSE - T1 - SH - T2	What is mental health? SH - T1	*Safety around water RSE - T4, SH - T1
Lesson 2	LGBTQ+ What is it? LGBTQ+ rights worldwide RSE - T2, BV, SMSC, PC	Healthy, respectful relationships RSE - T3, SMSC	County Lines, gangs and who is at risk? SMSC	Child exploitation and online protection RSE - T3, SH - T2	Positive body image RSE - T3, SH - T2, SMSC	Law making process in the UK CIT, BV, SMSC
Lesson 3	Sexual orientation RSE - T1, BV	Child abuse RSE - T2	Drug education - alcohol SH - T5	Self-esteem & the media SMSC, GB	Healthy eating & cholesterol RSE - T4, SH - T6, SMSC	Prisons, reform and unishment CIT, BV, SMSC
Lesson 4	Gender Equality RSE - T1, BV, SMSC, PC	* Respect: Why women deserve it? RSE - T2, PC, SMSC, BV	*What is Antimicrobial Resistance SH - T6	Importance of happiness SH - T1, SMSC, GB	*What is a GP and the role of doctors? SH - T6, SMSC	
Lesson 5	Ableism and disability discrimination RSE - T2, SMSC, PC, BV	Periods and the menstrual cycle SH - T8	Online safety-cyber bullying RSE - T1, SH - T2	What makes me angry? RSE - T2, SMSC	Stress management SH - T1	
Lesson 6	Racism in society BV, SMSC, PC, CIT, BV	Intro to contraception RSE - T5	*Illegal online behaviours Incl drug and knife crime SH - T2, BV	*What is loneliness? SH - T1, SMSC		

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 3: Relationships and Sex Education	Core Theme 3: Relationships and Sex Education	Core Theme 4: Staying Safe Online and Offline	Core Theme 6: Life Beyond School	Core Theme 5: Health and Wellbeing	Core Theme 1: Rights, Responsibilities and British Values
Unit Title	Sexual Habits, Consent and Abuse	Contraception and STI's	Legal and Illegal Drugs	Financial Education	Facing adversity	Combating extremism and terrorism
Lesson 1	Sexual consent and the law RSE - T4, PC	* What is Sextortion? RSE - T3, BV	HIV and AIDS Prejudice & discrimination RSE - T5, BV, PC	Cannabis products SH - T5	How self esteem changes SH - T1, SMSC, GB	Conspiracy theories and Extremist narratives RSE-T3, SH-T2, CIT,BV,SMSC
Lesson 2	Relationships and partners RSE - T5, SMSC	What is a penis? What is a vulva? RSE - T1, SH - T8, PC	Sexting, nudes & Dick-pics (from Yr 10) RSE - T3, SH - T2	Party and illegal drugs Effects of illegal drugs SH - T5	Media and airbrushing RSE - T3, SH - T2	Extremism in all its forms SH -T2, BV, SMSC, PC
Lesson 3	Domestic abuse and violence RSE - T5	Contraception explored The condom and methods RSE - T5	* What is AI sexual imagery/dangers? RSE - T3, BV	Volatile substance abuse SH - T5	Cancer prevention and healthy lifestyles GB, SH - T6	What is terrorism? Counter terrorism RSE - T2, BV, PC, SMSC
Lesson 4	Why have sex? RSE - T5	What are STI's Treating STI's & clinics RSE - T5	Different types of addictions SH - T5	The war on drugs SH - T5	*Weight gain and risks SH - T1	The radicalisation process SH - T2, BV, PC
Lesson 5	Delaying sexual activity RSE - T5, SMSC, PC	*Menstrual and Gynaecological Health SH - T3	What is a drug? SH - T5	Financial exploitation FE, GB	Dealing with grief and Loss SH - wellbeing	Anti semitism in the UK PC
Lesson 6	Sexual harassment and stalking RSE - T2, 4 & 5	*Dangers of virginity Testing & hymenoplasty RSE - T4, SMSC	Drug classifications SH - T5, SMSC, CIT	Savings accounts Long term investing FE, GB		

READ SCHOOL POLICY DOCUMENT

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 2: Celebrating Diversity and Equality	Core Theme 3: Relationships and Sex Education	Core Theme 4: Staying Safe Online and Offline	Core Theme 6: Life Beyond School	Core Theme 5: Health and Wellbeing	Core Theme 6: Life Beyond School
Unit Title	Exploring World Issues	Unhealthy Sexual Relationships	Violence, Crimes and Seeking Safety	Rights and Responsibilities	Mental Health and Wellbeing	Financial Education
Lesson 1	International organisations CIT	Pleasure & delaying sex RSE - T5	*Marriage, cohabitation and civil partnerships RSE - T1	Insta and TikTok generation SH - T2, GB	Self harm SH - T1	Online gambling SH - T2, GB
Lesson 2	Peace, war and conflict CIT	Online porn-myths vs reality Porn & its impact *** RSE - T4 & T5, SH - T2	Honour-based violence** Forced marriages RSE - T4 & T1, BV, SMSC	Targeted advertising RSE - T3, SH - T2, GB	Suicidal thoughts and feeling SH - T1	Borrowing FE, GB, CIT
Lesson 3	Human rights during war CIT	*What are Deep Fakes? RSE - T3, BV	Social media validation SH - T2	Rights and responsibilities CB, CIT	Promoting emotional wellbeing SH - T1	Mortgages FE, GB, CIT
Lesson 4	Striking and trade unionism CIT	Sexualisation & the media RSE - T3	Keeping your data safe RSE - T3, SH - T2, BV, GB	*Personal Safety in public Places SH - T1	*Healthy behaviours relating to pregnancy SH - T6	Pensions FE, GB, CIT
Lesson 5	Women's rights CIT, BV	Sexual violence RSE - T4	Modern day slavery RSE - T1, CIT, SMSC	Types of mental health Screen time addiction SH - T1 and T2	*Pharmacists as frontline Healthcare Professionals SH - T6	ISA's FE, GB, CIT
Lesson 6	Aid and supporting other countries BV, SMSC	Child sexual abuse RSE - T2, BV	Causes of knife crime SMSC	*Peer pressure and risk taking SH - T1, SMSC	** Including FGM *** Including strangulation and suffocation	

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme	Core Theme 4: Staying Safe Online and Offline	Core Theme 3: Relationships and Sex Education	Core Theme 5: Health and Wellbeing	Core Theme 6: Life Beyond School	Exam preparation and revision	
Unit Title	Safety beyond school	Sexual Health	Adult Health	Your Future		
Lesson 1	Virtual reality live streaming SH - T2, GB	Alcohol and bad choices (incl spiking) RSE - T5, BV, SMSC	Teenage pregnancy choices RSE - T5	Screen addiction and studying SH - T2, GB		
Lesson 2	Online reputation and digital footprint SH - T2, RSE - T3, BV, GB	Respect, love and Relationships** RSE - T3, SMSC	Abortion (morals, laws and ethics) RSE - T5	Exam stress and anxiety SH - T6, GB		
Lesson 3	*How Deep Fakes are used in politics RSE - T3, BV	Peer on peer bullying RSE - T1, PC	Parenthood for teenagers (early years and brain dev) RSE - T1	* Personal safety in Unfamiliar settings SH - T7		
Lesson 4	Substance addiction SH - T5	Ending relationships RSE - T2, SMSC, BV	Testicular, prostate, breast, cervical & ovarian cancers SH - T5 and T6	Pay issues and speaking up at work FE, GB		
Lesson 5	New Psychoactive Substance SH - T5	Fertility and what impacts it RSE - T5	* Local Healthcare Systems SH - T6, SMSC	Money and wellbeing FE, GB		
Lesson 6	Festivals and Nitrous Oxide SH - T5	Revisiting contraception revisiting STI's RSE - T4	Love and abuse RSE - T1	Insurance GB, BV	** Including strangulation and suffocation	

To cover elsewhere:

KS3 Assemblies:

- Staying safe online (Yr7)
- Social media and stress (Yr9)
- Friendships and online relationships (Yr7)
- Importance of being kind (Yr7)
- HBT and bullying (Yr9)
- Types of bullying (Yr8)
- Dealing with conflict (Yr8)
- Sleep and relaxation (Yr7)
- British Values and PC's**

Careers: covered in Tuesday morning form time.

First Aid in Year 8 CCF.

Fairtrade during Fairtrade fortnight

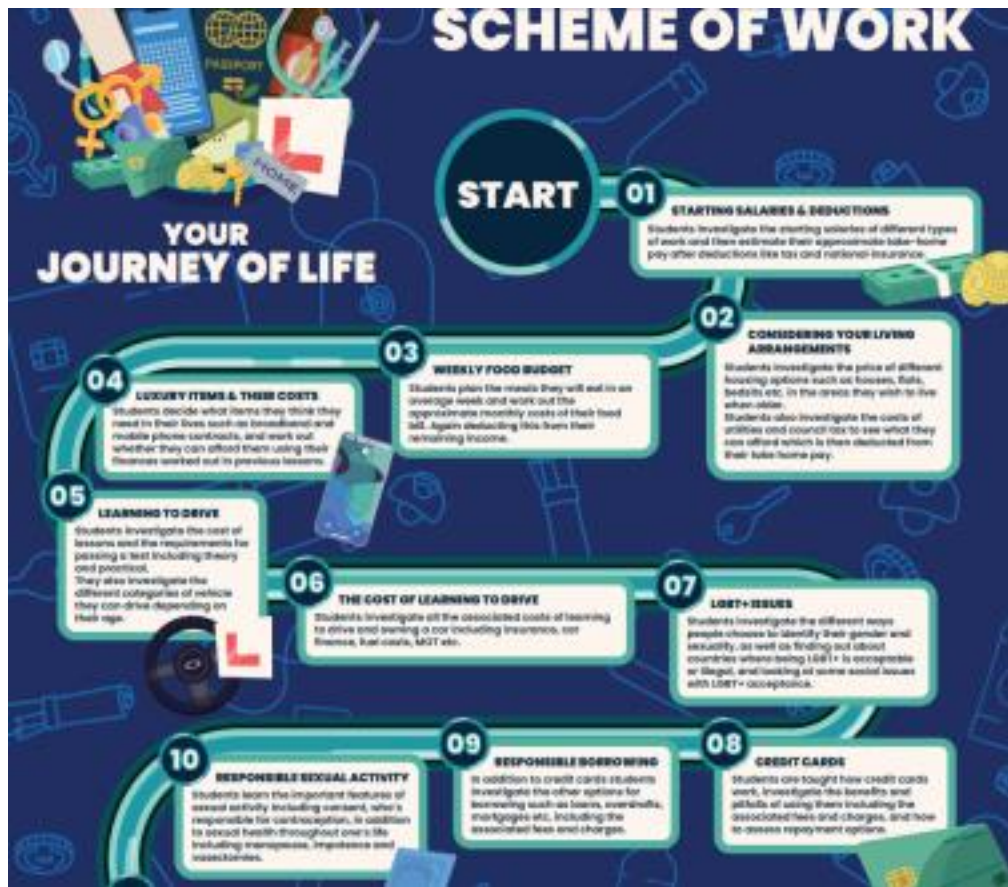
World religions
Mental health

KS4 Assemblies (all from Year 10)

- Critical thinking and fake news
- Hate crime
- British Values and identity
- Mutual respect and tolerance
- Individual liberty
- Human rights
- Democracy
- Study skills

Appendix 2

Sixth-form scheme of work



11 MANAGING MENTAL HEALTH
Students learn some of the key behaviours which can lead to depression such as magnification and over generalisation. They also investigate where they can go for help and engage with appropriate coping strategies for other issues such as stress. Recognising different forms of depression such as SAD & available treatments such as CBT.

12 POLITICS
Students investigate the role of parliament and the process of voting in elections. They also investigate the role of their local MP and how students can get involved in politics and make a difference.

13 DRUG USE
Students look at the dangers and the legal penalties involved with taking illegal drugs in addition to the health implications. They also investigate behaviours more likely to occur due to reduced inhibitions such as the contraction of infections due to unprotected sex or the sharing of needles, along with the wider ramifications such as potentially losing your job.

14 TRAVELLING SAFELY
Investigate the safe way to go travelling including gap year opportunities and the use of the British consulate when losing a passport etc. How to apply for a passport and what visa restrictions for various countries mean. Value for money with flying, train, car or ferry etc. Difference between rail collect, half board, all inclusive etc.

15 WELLNESS
Investigate a healthy diet and exercise plan that could fit into your schedule. How you can exercise without going to a gym and investigate the dangers of TAB diets.

16 SUSTAINABLE LIVING
Investigate what changes you could make to your daily life to eliminate the need for single-use plastics. Other sustainable changes you can make include reducing food waste.

17 PREGNANCY
What to expect during pregnancy and the first years of life. Investigate the maternity and paternity pay and rights of both mother and father as well as abortion and age of pregnancy and fertility.

18 GETTING MARRIED
What are the cost implications of getting married, the different options available including civil partnerships and non religious ceremonies, who can get married, ages, rights etc.

19 CRIME & YOUR BEHAVIOUR
The impact of your behaviour and the different types of crime. Do you know what behaviours are against the law?

Forty fully planned video lessons, each with its own worksheet. That's a lot of time saved!

20 EMPLOYMENT RIGHTS & RESPONSIBILITIES
Entitlements to breaks, holidays, minimum wage, redundancies, grievance procedures and unfair dismissal.

21 UNDERSTANDING & RESPECTING OTHERS
Conflict management with religious and working colleagues. What makes a healthy working environment? For example working with other races, religions. What are your rights as a freelancer? For example sleeping 30min less.

22 FAKE NEWS & CONTROL OF THE MEDIA
Looking at the impact of control and censorship of the media and the importance of fact-checking sources of political information and how crime rates can be distorted.

23 MEDIA DISTORTIONS OF BODY IMAGE
A look into body image and how the media can distort this. What is realistic and when to discipline with body image and how this has changed over time to reflect society.

24 PET OWNERSHIP
What are your responsibilities as a pet owner? Investigate insurance and medical procedures, registering with a vet, exercise and a healthy diet and time commitments.

25 IMPORTANCE OF A WILL
Investigate how to get a will, what are the legal consequences of writing your own, what happens if someone dies without one.

26 LEGAL REGISTRATIONS
Births, marriages, deaths, tax returns etc. - what registrations are in place for newborn children, how do you register a death and why it is important. What are to fill out in tax returns?

27 EMERGENCIES
What is appropriate to attend A&E for? What should you call 999 for rather than 111; how to register with a GP and why you should, dental registrations and when do you have to pay for procedures. List several issues and those that are not for example opticians.

28 HEALTH & WELLBEING
How to check for lumps in breasts and gins. What tests and when, such as smear tests, available and recommended vaccinations, eye tests and dental check ups.

29 ONLINE BEHAVIOUR & ITS RAMIFICATIONS
Consider the use of usernames and emails when applying for jobs. The consequences of trolling, stalking and harassment online, including revenge porn. Consider how your online presence may be scrutinised prior to or during employment, and how to spot online fraud.

30 RECOGNISING DESTRUCTIVE BEHAVIOURS IN YOURSELF & OTHERS
How to recognise destructive behaviours such as gambling, alcohol or drug addiction, substance abuse and self-harm.


31 SLEEP
The importance of sleep and the effect your circadian rhythm can have on your wellbeing. Jet lag, shift patterns etc.

32 CAMPAIGN FOR CHANGE
What are the key features of successful social change? Consistency, commitment, flexibility. Examples of some sex reassignment, women voting, environmental awareness.

33 CREDIT SCORES

Appendix 3

Assessment, monitoring and evaluation

Core Theme 2: Celebrating Diversity and Equality		<h1>Equality and Diversity Explored</h1>								Year - Autumn Term Name _____	
ASSESSMENT FOR LEARNING		BASELINE and END POINT CONFIDENCE CHECKER									
BEFORE LEARNING THE UNIT		1	2	3	4	5	6	7	8	9	10
		NOT CONFIDENT			CONFIDENT			VERY CONFIDENT			
1. What is your identity?											
2. Multicultural Britain											
3. Breaking down stereotypes											
4. Learning disabilities											
5. Prejudice and discrimination											
6. Challenging Islamophobia											

Self Assessment and Reflection

Aims:

- Promote positive attitudes
- Promote healthy relationships
- Avoid harmful language becoming normalised



Equality and Diversity Explored



KNOWLEDGE

What have you learnt about?
 What do you now know that you didn't before?

SKILLS

What have you learnt to do that you couldn't before?
 Which soft skills did you use?

ADVICE & TOP TIPS

Look at the aims above - how will these skills and knowledge change how you act?
 What advice would you give someone else?

RISKS & WARNINGS

What risks are there?
 What should you look out for?

