

Brompton Hall School

PSHE AND RSE POLICY

| Reviewed By | Approved By | Date of Approval | Version Approved |
|-----------------|-------------|------------------|------------------|
| Bryony Harrison | NYCC IEB | Autumn 2022 | 1.0 |
| | | | |
| | | | |
| | | | |
| | | | |

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Brompton Hall, we have a whole school approach to teaching Personal, Social, Health Education to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

Statutory RSE and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance p.8.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships and Sex Education.”

DfE Guidance p.11.

At Venn Boulevard Centre, we value PSHE as a way to support students’ development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students’ needs. The mapping document, for ‘Jigsaw 3-11 and Jigsaw 11-16 and Statutory RSE and Health Education’, shows exactly how Jigsaw and therefore, our school, meets the statutory RSE and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of www.jigsawpshe.com) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

What do we teach when and who teaches it?

Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

| Term | Puzzle (Unit) | Content |
|-----------------|--------------------------------------|---|
| Autumn 1 | <i>Being Me in My World</i> | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2 | <i>Celebrating Difference</i> | Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act |
| Spring 1 | <i>Dreams and Goals</i> | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| Spring 2 | <i>Healthy Me</i> | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1 | <i>Relationships</i> | Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2 | <i>Changing Me</i> | Includes Relationships and Sex Education in the context of coping positively with change |

At Brompton Hall School, we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class tutors/ a dedicated PSHE Team deliver the weekly lessons.
- Each lesson has a one-hour timetabled slot each week.

Relationships and Sex Education

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships...

Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships Education.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect."

DfE Guidance page 25

"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

DfE Guidance page 15

The Sex Education Forum offers the following definitions:

"Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health."

"Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future."

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?

RSE in secondary schools will cover ‘Families’, ‘Respectful relationships including friendships’, ‘Online and media’, ‘Being safe’ and ‘Intimate sexual relationships, including sexual health’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document, ‘Jigsaw 11-16 and Statutory RSE and Health Education’.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

Health Education in secondary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping documents, ‘Jigsaw 3-11 and Jigsaw 11-16 and Statutory RSE and Health Education’.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw, e.g. emotional and mental health is nurtured every lesson through mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit with in the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

DfE Guidance page29.

At Brompton Hall we agree with the Sex Education Forum definition of Sex Education (as above).

The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

The grids below shows which lessons cover which aspects of the DfE outcomes...

Primary Jigsaw

| Relationships Education | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|-----|
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | |
| Families and the people who care for me | (R1) that families are important for children growing up because they can give love, security and stability | | | | | | | | | | | | 3 | |
| | (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives | | | | | | | | | | | | | |
| | (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care | | | | | | | | 2 | | | | | |
| | (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up | | | | | | | | | | | | | 3,4 |
| | (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong | | | | | | | | | | | | | |
| | (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | | | | | | | 5 | | | 3,4 | | | 4 |

| Relationships Education | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|-----|
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | |
| Respectful relationships | (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | 3,4 | 1,2 | 5,6 | 4 | 2-6 | | 2-6 | 2,5 | 4 | | | | |
| | (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships | 4 | 6 | | | 1-6 | | 4-6 | 5,6 | 4 | | 4-6 | 4,5 | |
| | (R14) the conventions of courtesy and manners | 3-6 | | | | 2-6 | | 4 | | | | | | |
| | (R15) the importance of self-respect and how this links to their own happiness | 3 | 6 | 3 | 4,5 | 1 | 1 | | 1 | 1 | 1,6 | 2 | 1,5 | |
| | (R16) 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 those in positions of authority | 2 | 1 | 4 | 4 | 2,3 | | | 5,6 | 6 | 5,6 | | | 5 |
| | (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help | | 4 | | | 2 | | | 4 | | | 4 | | |
| | (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive | | 1 | | 4 | | | | 2 | | | | | |
| | (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults | | | | | 2,3 | | | 3 | | | 6 | 4 | 4,5 |

| Relationships Education | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Online relationships | (R20) that people sometimes behave differently online, including by pretending to be someone they are not | | | | | 2-6 | | | | | | 5 | |
| | (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous | | | | | 2-6 | | 3 | | | | 5,6 | |
| | (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | | | | | 2-6 | | | | | | 5,6 | |
| | (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | | | | | 2-6 | | | | | | 5,6 | |
| | (R24) how information and data is shared and used online | | | | | 2-6 | | | | | | 5,6 | |

| Relationships Education By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|-----|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | |
| Being safe | (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | | | | 4 | 2,3 | 1 | 4 | 3 | | 3,4 | 4-6 | | |
| | (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe | | | | | 2,3 | 1 | | | | 6 | 4-6 | | |
| | (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | | | | 4 | | 1 | | | | | 1,6 | 1,2 | 1,5 |
| | (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | | | | | | | | | | | | 4-6 | |
| | (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult | | 3 | | | 2,3 | | | | | | | 5 | |
| | (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard | | 3 | | 3 | 2 | | | 4 | | | 5,6 | 4 | 2 |
| | (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so | | 2 | | 3 | 2 | | | 3,4 | | | 1-6 | 4 | |
| | (R32) where to get advice e.g. family, school and/or other sources | | 3,4 | | 3 | 2 | | | 3 | | | 1-6 | 1-6 | 2,3 |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Mental wellbeing | (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health | | | | 6 | 6 | 6 | | | | 1,5,6 | 1,2 | 1,5 |
| | (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations | 2 | 3 | 1 | 6 | 1 | 3 | 2,3 | 6 | 3 | 2 | 3 | 6 |
| | (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings | 2 | 3 | 1 | 6 | 1 | 3 | 2,3 | 6 | 3 | 2 | 3 | 6 |
| | (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | | 2 | | 5,6 | 1 | 5,6 | 4 | 1 | 5 | 5,6 | 1-3 | 1,5,6 |
| | (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | | | | 6 | 5 | 1 | | | | 1,5,6 | 1,2 | |
| | (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests | | | | 6 | | 1 | | | | 1,5,6 | 1,2 | 1,5,6 |
| | (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support | 5 | 3,4 | | | 1 | | | 1-3 | 4 | 1,5,6 | 1-3 | 1 |
| | (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | | 4 | | | 2,3 | | | 4 | | 2-4 | 4 | |
| | (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) | | 3,4 | | 3 | 2,3 | | | | | 1-6 | 1-4 | 1-6 |
| | (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough | | | | 4-6 | 2,3 | 1 | | 1,2 | | 1-6 | 1-3 | 1, 5,6 |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Internet, safety and harms | (H11) that for most people the internet is an integral part of life and has many benefits | | | | | | | | | | | 5,6 | |
| | (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | | | | | | | | | | 5,6 | 5,6 | |
| | (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private | | | | | | | | 3,4 | | | 5,6 | |
| | (H14) why social media, some computer games and online gaming, for example, are age restricted | | | | | | | | | | | 5,6 | |
| | (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health | | | | | | | | | | | 5,6 | |
| | (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted | | | | | | | | | | | 5,6 | |
| | (H17) where and how to report concerns and get support with issues online | | | | | | | | 3,4 | | 1-6 | 1-6 | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Physical health and fitness | (H18) the characteristics and mental and physical benefits of an active lifestyle | | | | 6 | | 1 | | | | 1,5,6 | 1,2 | |
| | (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise | | | | 6 | | | | | | 1,5,6 | | |
| | (H20) the risks associated with an inactive lifestyle (including obesity) | | | | 6 | | | | | | 6 | | |
| | (H21) how and when to seek support including which adults to speak to in school if they are worried about their health | | | | 1-6 | | | | | | 1,6 | 1,2 | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Healthy eating | (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) | | | | | | | | | | | | |
| | (H23) the principles of planning and preparing a range of healthy meals | | | | | | | | | | | | |
| | (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) | | | | 1,2 | | | | | | 1,2 | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Drugs, alcohol and tobacco | (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | | | | 1,2 | | | | | | 2 | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|------------------------------------|---------------------|----------------------|------------------------|------------------|------------------------------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Health and prevention | (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body | | | | | | | | | | | | |
| | (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer | | | | | Additional lesson on website (KS2) | | | | | Additional lesson on website (KS2) | | |
| | (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | | | | | 5 | | | | | 5,6 | | |
| | (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist | | | | | Additional lesson on website (KS2) | | | | | 1 | | |
| | (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing | | | | | | | | | | | | |
| (H31) the facts and science relating to allergies, immunisation and vaccination | | | | | | | | | | 1 | | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Basic first aid | (H32) how to make a clear and efficient call to emergency services if necessary | | | | 3 | | | | | | | | |
| | (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries | | | | 3 | | | | | | | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Changing adolescent body | (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | | | | | | 2-4 | | | | | | 2 |
| | (H35) about menstrual wellbeing including the key facts about the menstrual cycle | | | | | | 2 | | | | | | 2,3 |

Secondary jigsaw

| By the end of secondary pupils should know: | | | | | | |
|---|--|--------------------|--------------------|------------|----------------------|------------------|
| Relationships and Sex Education (RSE) DfE expectations (2019) | | | | | | |
| Families (FAM) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| FAMa | that there are different types of committed, stable relationships. | BM5 R2,3 CM3 | R2 CM1,2 | | R3 CM4 | BM2 DG4 R1 |
| b | how these relationships might contribute to human happiness and their importance for bringing up children. | CM2,3 | CM1,2 | R1,4 | BM6 R3 CM4 | BM2 DG4 R1 |
| c | what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. | CM2,3 | BM5 | | R1,3 CM4 | BM2 DG4 |
| d | why marriage is an important relationship choice for many couples and why it must be freely entered into. | | BM5 | | R1 CM4 | BM2 DG4 |
| e | the characteristics and legal status of other types of long-term relationships. | CM3 | CM2 | | R3 CM4 | BM2 DG4 |
| f | the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. | CM3 | | | | DG4 |
| g | 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. | BM4,5 | BM1 R3,5 CM4 | BM1 CD1 | BM5 R5 CM1,2,4 | DG4,5 R3 |

| Respectful relationships including friendships (RR) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|--|--------------------------------|---------------------------------|-------------------------------|--------------------------------------|------------------|
| RRa | 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. | BM5 R1,2,3,5 | BM2 CD4 R2,3,4 CM1,2 | BM1,4,5 CD3 R1,2 | BM2,6 CD4 DG1 R2,3 CM5 | DG3 R4 |
| b | practical steps they can take in a range of different contexts to improve or support respectful relationships. | BM5,6 CD1,2,3,5 R1,2,3,5 | BM4 R2,6 | BM1,4 CD6 | BM4,6 CD4 DG1,3 R3 CM4,5 | BM2 DG5 R1 |
| c | how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise nonconsensual behaviour or encourage prejudice). | CD3,4 | BM3 CD3,4 | CD1,2,4,6 DG5 R2 CM1 | CD1,2,4 CM3,4 | BM2 R2,3 |
| d | 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 | CD1,4 R5 | BM3 CD1-4 R2,4,6 CM1,2 | BM1,4 CD5,6 DG3,4 | BM1 R3 CM1,3,4,5 | R2,3 |
| e | about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. | CD1,4,5 | CD4,5 R4 | BM2 CD1,4 | BM4 R5 | R2-4 |
| f | that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. | | R2,4,6 | BM1,2,5 CD5 R2,4 | CD4 R5 | BM2-4 R5 |
| g | what constitutes sexual harassment and sexual violence and why these are always unacceptable. | | | | R5 | HMS R5 |
| h | 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. | CD4 | BM5 CD3,4,5 | CD1,2 Dg4 | Cd1,2 CM3,4 | BM3 R2,3 |

| Online and media (OM) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------------------------|--|--------------------|----------------------|------------------|--------------------|------------------|
| OM a | their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. | BM4,6 R5 CM4 | DG3 R1,5 CM3,4 | BM3 CD4 | BM3,4 DG3 R4 | BM4 R3 |
| b | 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. | BM4 R5 | DG3 R1,5 | BM3 CD4 R3 | BM3,4 DG3 R4 | BM4 |
| c | not to provide material to others that they would not want shared further and not to share personal material which is sent to them. | BM4 | R5 CM4 | | BM3,4 | BM4 |
| d | what to do and where to get support to report material or manage issues online. | BM4,6 | DG3 CM1,2,4 | CD4 | BM3,4 | BM4 DG5 R3 |
| e | the impact of viewing harmful content. | BM4 | DG3 CM4 | R3 | BM4 R4 | BM4 |
| f | that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. | | CM4 | R3 | R4 | BM4 |
| g | that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. | | CM4 | R3 | BM4 R4 | BM4 |
| h | how information and data is generated, collected, shared and used online. | BM4 | R5 | | R3 | BM4 |

| Being Safe (BS) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------------------|---|---------------|---------------|---------------|----------------|--------------------|
| BSa | the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. | R1 CM1 | RL5 CM1 | BM1,2 R3,4 | CD4 R5 | BM2 HM3,5 R5 |
| b | 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). | R1,5 | R2 | BM5 R4 | R3 | Bm2,3 HM3 R1 |

| Mental wellbeing (MW) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------------------------|---|---------------------------|------------------------------------|---|---|--------------------|
| MW a | how to talk about their emotions accurately and sensitively, using appropriate vocabulary. | BM2 CD1,2 HM1 | BM4 CD1 HM2 R2 CM1,2,3 | BM3,5 CD2-4 DG1,3,4 HM1 R2 CM2,4 | BM2 CD5 HM1,2 R1,3 CM1-5 | DG1 HM2 R1 |
| b | that happiness is linked to being connected to others. | BM3 CD1 R2,3 CM5 | BM1 CD5 R2,4 CM1,2,3 | BM1 CD3 R1 | BM3 CD3 DG1 HM2 R1-3 CM5 | DG4 R1 |
| c | how to recognise the early signs of mental wellbeing concerns. | HM1,2 | DG5,6 HM2 | CD2-4 DG4,5 CM1 | CD5 DG3,5 HM2,4 R2 CM3-5 | DG1 HM1 R4 |
| d | common types of mental ill health (e.g. anxiety and depression). | HM1,2 | HM2 | DG5 CM1 | BM2 DG5 HM4 CM5 | DG1 HM1 |
| e | 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. | BM3 DG3-6 HM1-5 | BM4 CD2,4 DG4,5,6 CM4,5 | BM1 CD4 DG4-6 CM1,2,4 | DG3-5 R2,5 CM1-5 | BM2 DG2,5 R4 |

| | | | | | | |
|----------|--|-------|------------|-----|----------------|-----|
| f | the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. | HM2,4 | CD5 HM1 | CM3 | DG2,4 HM2,4 | DG1 |
|----------|--|-------|------------|-----|----------------|-----|

| Intimate and sexual relationships, including sexual health (ISR) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|--|-----------------|---------------|----------------------|---------------------------|----------------|
| ISRa | 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. | R1,2,3 CM3,4 | R2 CM1,2 | BM1,5 R1 | BM6 DG1 R1,3 CM5 | R1 |
| b | 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. | CM1,5 | CM1,2,3 | R2,4-6 | DG4,5 R3 | HM2-5 |
| c | the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. | CM1,2 | | R4 | | HM4 |
| d | that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. | BM3 R5 | R6 | BM1,3 DG5 R2,6 | R5 | HM3,5 R1,4 |
| e | that they have a choice to delay sex or to enjoy intimacy without sex. | CM3 | CM1,2 | R2 | R3,5 | BM2 R1 |
| f | the facts about the full range of contraceptive choices, efficacy and options available. | | | R4 | | HM2 |
| g | the facts around pregnancy including miscarriage. | CM2 | | | | HM4 |
| h | 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). | CM2 | | R5 | | HM4 |
| i | 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. | | | R5 | HM6 | HM2 |
| j | about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. | | | R5 | HM6 | HM2 |
| k | how the use of alcohol and drugs can lead to risky sexual behaviour. | | CM5 | BM3 HM2 | BM5 HM3 | HM5 |
| l | how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. | CM1,2 | | BM3 R2,4,5 | | HM4,5 R1 |

| Internet safety and harms (IS) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---------------------------------------|--|---------------|------------------|---------------------------|---------------------------|----------------|
| ISa | 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. | BM4 R4 | DG6 R1 CM4 | BM3 CD4 DG4,5 R3 | BM3,4 DG3 R4 CM1 | BM4 R3 |
| b | 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. | BM5,6 R5 | CD1,4,5 R6 | BM3 CD4 | BM3,4 CD5 R4 | BM4 R5 |

| Physical health and fitness (PH) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|---|---------------|---------------|---------------|---------------------|----------------|
| PH a | the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. | HM1,2,4 | HM1,2 | CM1,3 | DG2,4,5 HM4 | DG1 |
| b | 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 cardiovascular ill-health. | HM4 | HM1 | HM1 CM1,3 | CD6 DG2,5 HM5 | |
| c | about the science relating to blood, organ and stem cell donation. | | | | DG5 HM5 | |

| Healthy eating (HE) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|----------------------------|--|---------------|---------------|---------------|----------------|----------------|
| HEa | how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. | | HM1 | | CD6 DG4,5 | |

| Drugs, alcohol and tobacco (DAT) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|--|---------------|---------------|---------------|----------------|----------------|
| DAT a | 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. | HM3 | HM3,4 | BM3 HM2-5 | HM3 | BM3 |
| b | the law relating to the supply and possession of illegal substances. | HM3 | HM4 | BM3 HM3 | HM3 | BM3 |
| c | the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. | HM3 | HM3 CM5 | BM3 HM2,4 | HM3 | |
| d | the physical and psychological consequences of addiction, including alcohol dependency. | HM3 | | HM2 | | |
| e | awareness of the dangers of drugs which are prescribed but still present serious health risks. | HM3 | | HM5 | HM3 | |
| f | 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. | HM3 | HM3 | HM3 | HM3 | |

| Health and prevention (HP) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-----------------------------------|---|---------------|---------------|---------------|-------------------|----------------|
| HP a | about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. | | | | | |
| b | about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular checkups at the dentist. | | HM1 | | HM1 | |
| c | (late secondary) the benefits of regular self-examination and screening. | | | | HM1 | HM2 |
| d | the facts and science relating to immunisation and vaccination. | HM5 | HM5 | | | |
| e | the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. | HM4 | HM1 | HM1 CM3 | CD6 DG4 HM1 | DG1 |

| Basic first aid (BFA) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|------------------------------|---|---------------|---------------|---------------|----------------|----------------|
| BFA a | basic treatment for common injuries. | | | | | BM5 |
| b | life-saving skills, including how to administer CPR. | DG6 | | HM4 | | BM5 |
| c | the purpose of defibrillators and when one might be needed. | | | | | |

| Changing adolescent body (CAB) | | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---------------------------------------|---|-------------------|-------------------|-------------------|--------------------|--------------------|
| CAB a | key facts about puberty, the changing adolescent body and menstrual wellbeing. | CM1,2 | | CM5 | CM5 | |
| b | the main changes which take place in males and females, and the implications for emotional and physical health. | CM1,2 | | CM2,5 | CM5 | |

Parents' right to request their child be withdrawn from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms".

DfE Guidance pages 17/18.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to....

Monitoring and Review

The governing body monitors this policy on an annual basis. And makes any changes as necessary, if the policy needs modification. The governing body gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments.

Inclusion and SEND

At Brompton Hall we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PSHE is differentiated and personalised by ensuring students are supported within the lesson to access all areas of learning. Our experienced specialist SEND teachers ensure a bespoke learning experience for all students.

Equality

This policy will inform the school's Equalities Policy

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Brompton Hall we promote respect for all and value every individual student.

We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.