

iCollege

Alternative Education West Berkshire

Relationships and Sex Education (RSE) Policy

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1: Key contact list for Sex & Relationships Policy

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2. Aims

This policy covers our school's approach to the teaching of Sex and Relationships.

It was produced by the PSHE department through consultation with Faye Miller.

For the purpose of this policy:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

We want to prepare learners for every stage of life by equipping them with the knowledge, skills and confidence to make informed decisions, manage risks and thrive in an increasingly complex world. Through a comprehensive PSHE programme, including statutory Relationships, Sex and Health Education (RSHE), we teach pupils how and when to seek help, where to access support, and how to build healthy relationships.

Our curriculum provides opportunities to reflect on personal values and influences, promotes gender equality and LGBTQ+ inclusion, and actively challenges all forms of discrimination. We create safe spaces for discussion and ensure that every student feels respected and valued.

Our PSHE and RSE curriculum aims to:

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- Deliver an engaging, age-appropriate programme that builds knowledge and life skills progressively.
- Provide a safe framework for sensitive discussions, enabling pupils to explore challenging topics with confidence.
- Prepare pupils for key life stages—puberty, adolescence and adulthood—with accurate information about health, wellbeing and relationships.
- Develop pupils' ability to make sound decisions when facing risks, including online and offline challenges.
- Teach correct vocabulary and factual information about sexual and reproductive health, consent and bodily autonomy.
- Ensure pupils understand their rights over their own bodies, how to report concerns and how to seek advice.
- Offer opportunities to reflect on influences such as peers, media, culture and faith, while nurturing respect for different views.
- Promote gender equality and LGBTQ+ inclusion, in line with statutory guidance.
- Build resilience, self-efficacy and emotional wellbeing, including strategies for coping with grief, loss and change.
- Meet the needs of all learners, including those with SEND, through differentiated and inclusive provision.

PSHE lessons give every learner the tools to make informed choices, manage challenges and build healthy relationships in a world that is constantly changing. Our curriculum develops confidence, resilience and respect, helping pupils to thrive as individuals and as members of society.

We recognise that many of our learners have experienced disrupted education or negative relationships with adults. Some arrive with gaps in knowledge or low self-esteem, and others may struggle to focus despite high ability. Our first priority is to create a safe, trusting environment where pupils feel valued and ready to learn. This takes time, patience and a flexible approach that celebrates small successes and uses engaging, relevant content.

PSHE provides structured opportunities to explore topics that matter — from mental health and wellbeing to consent, online safety and financial literacy. Lessons are interactive and practical, encouraging discussion, reflection and problem-solving. We teach pupils how to seek help, recognise risk and make decisions that protect their health and future.

Through this curriculum, we promote equality and inclusion, challenge discrimination and foster respect for diversity. Pupils learn to understand themselves and others, manage emotions and communicate effectively. These skills are essential not only for personal wellbeing but also for employability and active citizenship.

PSHE plays a vital role in safeguarding. By addressing issues such as harmful online content, misogyny, exploitation and mental health, we help pupils stay safe and build resilience. Our approach reflects the latest statutory guidance and prepares learners for life beyond school — confident, informed and ready to contribute positively to modern Britain.

3. Legislation (statutory regulations and guidance)

As per section 34 of the Children and Social work act 2017, all primary schools in England must teach 'Relationships Education' and all secondary schools must teach 'Relationships and Sex Education'.

Primary schools are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum.

Where taught, Government guidance recommends for sex education to be age-appropriate.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 404 – 407 of the Education Act 1996.

Documents that inform the service's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

4. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

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1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Curriculum design and delivery

Primary Curriculum

All primary students have the opportunity to participate in relationships education programme which is delivered through PSHE lessons as well as being embedded into other areas of learning both in and beyond the classroom including visiting speakers and specialists and participation in nation-wide PSHE-themed weeks/days. The curriculum will be taught on a two-year programme which will repeat twice in the four years that a pupil may attend The Pod, with the option to extend and deepen learning in each subject area. Inspiration students will access the same curriculum, with weekly PSHE lessons adapted to learner needs. The two year programme may also be used as a KS1 / KS2 programme, with adaptations where necessary to meet the needs of short term pupils with SEND, or at EYFS.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Sex education is taught to years 5 and 6 during the summer terms, as part of the PSHE programme, in line with content about conception and birth in the science curriculum. The content of the teaching is adapted and individualised to meet our learners' needs, in particular for those learners with communication and processing needs, and are most vulnerable. Lessons cover physical, emotional and digital safety around the subject of relationships and sex education.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys and girls equally and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSE curriculum, see Appendices 1 and 2.

Secondary Curriculum

All secondary students have the opportunity to participate in a Relationships and Sex Education (RSE) programme which is delivered through the National Curriculum (Science) and PSHE. PSHE is the main contributor to the delivery of RSE and forms part of our commitment to the

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Spiritual, Moral, Social and Cultural (SMSC) elements of the curriculum. The timing and delivery of any aspect will be appropriate to the age and needs of the students concerned.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys and girls equally, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- 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, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 and 2.

The focus is on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships and prepare them for their adult life. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.

Topics should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Teaching should provide clear progression from what is taught in primary school in Relationships Education.

We will ensure the Health Education and Relationships Education and Sex Education (RSE) curriculum is matched to the needs of individuals and groups of pupils as appropriate. Initial assessment is fundamental to establish the learners' current level of knowledge, perceptions and needs in order to provide an appropriate programme.

Teaching of Sex Education should include the following approaches:

- explanation and presentation of information by the teacher
- active methodology such as, brainstorming, group discussions, research, small project work and role-play
- use of media
- input by other professional and agencies

Pupils are entitled to be given, an opportunity to reflect upon and consider the learning which has taken place in each lesson.

Staff should be mindful of when their role ends and when pupils might need to be directed elsewhere e.g. outside agencies for professional help and counselling (after liaison with parents/guardians).

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

5.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

5.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings

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- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

6. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

7. Roles and Responsibilities

6.1 The Management Committee

The Management Committee will approve the RSE policy and hold the headteacher to account for its implementation.

The Management Committee has delegated the approval of this policy to the Safeguarding and Wellbeing Committee (SWC)

6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the service, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 6).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt-out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The delivery of RSE programme will be allocated between members of the PSHE team, Science team and Pastoral team.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Pupil voice is central to the culture and ethos of iCollege. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE and Health Education scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE and Health Education covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard and that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

8. Parent's right to withdraw

Primary RSE:

Parents **do not** have the right to withdraw their children from relationships and health education.

Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Secondary RSE:

Parents **do not** have the right to withdraw their children from relationships education or health education.

Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will meet with parents to discuss requests and agree on appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the service, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Safe and Effective practice

We will ensure a safe learning environment. Teachers and pupils will agree on ground rules through discussions at the start of the lesson. Distancing techniques such as the use of case studies may be used to explain scenarios whilst reducing the personal impact. Sensitive issues will be handled by informing parents in advance of the subject matter of the lesson. Pupils will also be given the option to access information on a 1:1 basis. Pupils will be able to raise questions anonymously through the provision of a questions and comments box.

11. Monitoring, reporting and evaluation

The delivery of RSE is monitored as part of the PSHE curriculum by the Head of PSHE through formative and summative assessments which can include but is not limited to pupil assessment, data analysis, book scrutinies, learning walks and staff/ pupil feedback questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and monitoring and assessment tools.

Sign:		Sign:	
	Jacqueline Davies		Tim Pritchard
	Head Teacher		Chair of Governing Body
Date:		Date:	

Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Review Date
1.4	21.01.24	SWBAC, then electronic approval.	Updated in line with latest guidance. New format.	Nov 23
1.5	03.03.26	MC	Updated in line with latest guidance, + curriculum changes-appendices. AP	Jan 26

Keeping Children Safe in Education

All staff at iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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Appendix 1 PSHCE Curriculum

Primary PSHCE Curriculum - Pod & Inspiration

	1	2	3	4	5	6
	<u>Think Positive</u>	<u>Respecting Rights</u>	<u>VIPs</u>	<u>Safety First</u>	<u>One World</u>	<u>Growing Up</u>
Year 1	<p>Identify and discuss feelings and emotions, using simple terms.</p> <p>Describe things that make them feel happy and unhappy.</p> <p>Understand that they have a choice about how to react to things that happen.</p> <p>Talk about personal achievements and goals.</p> <p>Describe difficult feelings and what might cause these feelings</p> <p>Discuss things for which they are thankful.</p>	<p>know that all people have rights.</p> <p>Understand that there are people who protect their rights.</p> <p>Know what to do if they don't feel safe.</p> <p>Talk about what respect means and how to show it.</p> <p>Identify ways in which people can be different.</p> <p>Explain what being fair means.</p> <p><i>Anti-bullying week</i></p>	<p>Explain who the special people in their lives are.</p> <p>Talk about the importance of families.</p> <p>Describe what makes someone a good friend.</p> <p>Know how to resolve an argument in a positive way.</p> <p>Know the skills involved in successful cooperation.</p> <p>Identify a way to show others they care.</p> <p><i>Safer Internet Day</i></p>	<p>Identify some everyday dangers.</p> <p>Know what to do if they feel in danger.</p> <p>Understand some basic rules that help keep people safe.</p> <p>Identify some dangers in the home.</p> <p>Identify some dangers outside.</p> <p>Identify which information they should never share on the Internet.</p> <p>First Aid</p> <p>Know that their private body parts are private</p> <p>Recall the number to call in an emergency;</p> <p>List some people who can help them stay safe.</p>	<p>Describe how family life in different countries can be the same as and different from their own.</p> <p>Think about what children might do in homes around the world.</p> <p>Explain why it is important to care for the earth and discuss ways this can be done.</p> <p>Describe what it is like to go to school in different countries and identify similarities to and differences from theirs.</p> <p>Explain why it is important to care for the earth</p> <p><i>International Day of Families</i></p>	<p><i>(Growing Up Y6 for any Year 6 pupils)</i></p> <p>Use the scientific names introduced to name male and female body parts.</p> <p>Identify the body parts that we keep private.</p> <p>Identify some differences between males and females.</p> <p>Identify an adult they can talk to if they are concerned about inappropriate touch.</p> <p>Understand the words 'no' and 'stop'.</p> <p>Understand that people's bodies and feelings can be hurt.</p>

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	<u>Aiming High</u>	<u>Money Matters</u>	<u>TEAM</u>	<u>It's My Body</u>	<u>Britain</u>	<u>Be Yourself</u>
Year 2	<p>Discuss their personal achievements and skills.</p> <p>Talk about a range of jobs people do</p> <p>Discuss what skills and interests are needed for different jobs</p> <p>Talk about jobs they might like to do in the future</p> <p>Discuss what skills they might need to do certain jobs</p>	<p>Discuss where money comes from.</p> <p>Talk about reasons people go to work.</p> <p>Consider why and how people might get into debt.</p> <p>Discuss some of the consequences of debt.</p> <p><i>Anti-bullying week</i></p>	<p>Use pictures to express their thoughts, feelings and worries.</p> <p>With support, identify a feeling and how it is being expressed.</p> <p>Discuss why we have worries and concerns at times of change</p> <p><i>Safer Internet Day</i></p>	<p>Explain what happens if they don't sleep enough.</p> <p>Understand they can choose what happens to their body and know when a 'secret' should be shared.</p> <p>Know the difference between medicine and harmful drugs and chemicals</p> <p>Know how to get help for themselves or another in the case of serious problems. (first aid)</p>	<p>Describe what it is like to live in Britain.</p> <p>Talk about what democracy is.</p> <p>Talk about what rules and laws are</p> <p>Talk about what liberty means.</p> <p>Describe what being British means to them.</p> <p><i>International Day of Families</i></p>	<p>Identify facial expressions associated with different feelings.</p> <p>Describe some strategies that they could use to help them cope with uncomfortable feelings.</p> <p>Suggest ways to make things right after a mistake has been made.</p> <p>Explain that mistakes help them to learn and grow.</p> <p><i>(Growing Up Y6 for any Year 6 pupils)</i></p>
	<u>Think Positive</u>	<u>Respecting Rights</u>	<u>VIPs</u>	<u>Safety First</u>	<u>One World</u>	<u>Growing Up</u>
Year 3	<p>Understand that it is important to look after our mental health.</p> <p>Recognise and describe a range of positive and negative emotions.</p> <p>Discuss changes people may experience in their lives and how they might make them feel.</p>	<p>Know what human rights are.</p> <p>Understand that all people share the same rights.</p> <p>Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child.</p>	<p>With support, discuss how the impact of our attitudes affects us when trying to make new friendships.</p> <p>Discuss how our attitudes impact new friendships being made.</p> <p>Discuss the need to have a variety of friends with differing personalities.</p>	<p>Describe what a dare is and identify situations involving peer pressure.</p> <p>Know when to seek help in risky or dangerous situations.</p> <p>Identify and discuss some school rules for staying safe and healthy.</p>	<p>Describe similarities and differences between people's lives.</p> <p>Identify opinions that are different from their own.</p> <p>Know what climate change is.</p>	<p>Name the main male and female body parts needed for reproduction.</p> <p>Describe some of the changes during puberty.</p> <p>Describe some feelings young people might experience as they grow up.</p>

	<p>Talk about things that make them happy and help them to stay calm.</p> <p>Identify uncomfortable emotions and what can cause them</p>	<p>Know why we have rules and how they help us.</p> <p>Understand that no one should take away our human rights.</p> <p><i>Anti-bullying week</i></p>	<p>Discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship.</p> <p><i>Safer Internet Day</i></p>	<p>List some of the dangers we face when we use the road.</p> <p>Describe drugs, cigarettes and alcohol in basic terms.</p> <p>Identify which information they should never share online.</p> <p>First Aid</p>	<p>Know there are organisations working to help people in challenging situations in other communities.</p> <p>Give reasons for similarities and differences between people's lives.</p> <p>Detail if they feel something is fair or not.</p> <p>Give reasons for their own opinions;</p> <p><i>International Day of Families</i></p>	<p>Talk about their own family and the relationships within it.</p> <p>Understand that there are many different types of families;</p> <p>Identify similarities and differences in different loving relationships.</p> <p><i>(Growing Up Y6 for any Year 6 pupils)</i></p>
Year 4	<u>Aiming High</u>	<u>Money Matters</u>	<u>TEAM</u>	<u>It's My Body</u>	<u>Britain</u>	<u>Be Yourself</u>
	<p>Discuss their personal achievements and skills.</p> <p>Discuss different learning styles.</p> <p>Identify what a positive learning attitude is.</p> <p>Talk about the range of jobs that people do.</p>	<p>Discuss why advertisers try to influence us</p> <p>Talk about how to be a 'critical consumer'.</p> <p>Identify how we can compare the value for money of different products.</p> <p>Discuss how we can make a budget.</p>	<p>Discuss goals they could set to work towards their ambitions.</p> <p>Understand the different roles within a team.</p> <p>Discuss challenges many people face and how some people overcome these.</p> <p>Understand how to use the knowledge of their learning style to further their learning.</p>	<p>Understand that they can choose what happens to their own bodies.</p> <p>Know where and how to get help if they are worried.</p> <p>Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies.</p> <p>Challenge stereotypical notions of 'the perfect body'.</p>	<p>Talk about the range of faiths and ethnicities in Britain.</p> <p>Show empathy for different people, including those who might have experience of not being respected.</p> <p>Think in detail about what society would be like without rules and laws.</p> <p>Identify how they can make a positive difference to their community and country.</p>	<p>Discuss scenarios where children are torn between 'fitting in' and being true to themselves.</p> <p>Explain how to communicate their feelings in different situations.</p> <p>Identify the feelings involved in making a mistake and understand how to make amends.</p> <p>Discuss different fight or flight situations.</p>

	Understand what a gender stereotype is.	Discuss the advantages of working to a budget. <i>Anti-bullying week</i>	Discuss the impact a growth mindset can have on achieving our goals. <i>Safer Internet Day</i>	Understand the impact that the media (including social media) has on the choices they make about their bodies and about their health and wellbeing. First Aid	<i>International Day of Families</i>	Discuss the impact of making amends when a mistake has been made. <i>(Growing Up for any Year 6 pupils)</i>
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Secondary PSHCE curriculum - Pod +

	1	2	3	4	5	6	7
Yr 7	Physical health	Relationships & Families	Intimate health	Mental health & wellbeing	Life skills	Careers	Citizenship
	Smoking and vaping: risks and consequences Healthy lifestyles: maintaining a balanced diet Dental health	What makes a healthy relationship? Coping with change: bereavement, divorce and separation Recognising and preventing bullying What is diversity?	Growing up: physical and mental changes Understanding menstruation	What is mental health? Social media and mental health	What is an entrepreneur? Skills and Enterprise - Start up Challenge Media literacy: staying safe online	Who am I? Exploring possibilities: dream jobs What is a career? What is a work-life balance? Careers and the future	Exploring stereotypes and microaggressions Climate change - Busting myths The climate crisis - An introduction What is Democracy? What is a Digital Citizen?
Yr 8	Physical health	Relationships & Families	Intimate health	Mental health & wellbeing	Life skills	Careers	Citizenship
	Addictive substances: alcohol Healthy lifestyles: exercising for physical and mental wellbeing Healthy lifestyles: taking responsibility for your physical health Personal hygiene	Understanding marriage Spotting unhealthy and abusive relationships Overcoming conflict and finding forgiveness Challenging gender stereotypes	Sexuality and gender identity: an introduction Consent lessons	Mental health: talking about our emotions Self-esteem and confidence	Managing risk: looking after your personal safety Gambling: the facts Developing your leadership skills Media literacy: interpreting information online	What are my interests? Job applications: superhero CVs Challenges and rewards of work Creating the life you want: making a vision board Careers and the climate	Exploring racism and anti-racism Tackling the climate crisis - What can I do? Tackling the climate crisis - The global effort Local and Central Government What is Media Bias?

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Yr 9	Physical health	Relationships & Families	Intimate health	Mental health & wellbeing	Life skills	Careers	Citizenship
	Addictive substances: legal and illegal drugs Alcohol: risks, consequences, and safety Health-related choices: aesthetic procedures	Social influences: tackling peer pressure Relationships and conflict What is good communication? Navigating social influence and pressure Social influences: young people and gangs	Consent: what is it and why is it essential? Sex and consent online	Managing stress and anxiety Mental health: developing coping strategies Wellbeing - being kind to yourself	Financial choices: budgeting, saving, debt Working and earning: managing your money Gambling: risks, consequences, and safety	Career Terminology What comes after school: the main learning pathways Taking control of your career journey Working and earning: managing your money What does success mean to me	Exploring racism and anti-racism Exploring privilege Citizenship project pack What is a Political Party? Mock Trials Fake News: The Evolution of Media
Yr 10	Physical health	Relationships & Families	Intimate health	Mental health & wellbeing	Life skills	Careers	
	What is a healthy lifestyle? Health-related choices: blood, organ and stem cell donation Healthy lifestyles: health services, self examination and vaccination Healthy lifestyles: achieving balance Female genital mutilation (FGM): facts and risks	The impact of relationships Changing relationships: managing your feelings Taking others' perspectives Respectful relationships: meeting new people Family life: parenthood and caring	Practising safe sex Understanding pregnancy: your choices Sexual health: choosing and accessing contraception Understanding consent and intimacy: offline and online 14- 16 Sex, relationships, and the media	An introduction to body image Recognising strengths in ourselves and others	Financial choices: managing finances in the world of work Managing risk: unsafe and emergency situations	What type of career is best for me? Using the Interests profile Preparing to go on work experience Exploring employer profiles Using the Personality profile	

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Secondary PSHCE curriculum - Intervention

Secondary PSHCE curriculum - Intervention					
1	2	3	4	5	6
PSHE					
Health & wellbeing		Relationships & Families		Intimate health	Life skills
Healthy lifestyles: maintaining a balanced diet Healthy lifestyles: exercising for physical and mental wellbeing Healthy lifestyles: taking responsibility for your physical health Growing up: physical and mental changes Understanding menstruation Health-related choices: aesthetic procedures	Smoking and vaping: risks and consequences Addictive substances: alcohol Mental health: talking about our emotions What is mental health? Self-esteem and confidence Social media and mental health	What makes a healthy relationship? Understanding marriage What is good communication? Overcoming conflict and finding forgiveness Relationships and conflict	Recognising and preventing bullying Social influences: tackling peer pressure What is diversity? Coping with change: bereavement, divorce and separation	Consent: what is it and why is it essential? Sex and consent online Sexuality and gender identity: an introduction Sex, relationships, and the media	Media literacy: staying safe online Media literacy: interpreting information online Gambling: the facts Managing risk: looking after your personal safety FIRST AID
Citizenship					
	Brilliant Britain - History	British Values	Brilliant Britain - Geography		
	Rebuilding Britain after WWII. From VE-Day to New Towns through rationing, commonwealth & The NHS.	British values introduction What are each of the British Values and what do they mean? Democracy. The rule of law. Individual liberty. Mutual respect & tolerance Becoming a British Citizen - Citizenship test	Britian (focus on countries) cities(focus on location), counties, Hills/Mountains, rivers & coasts.		

Yr 9

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		What does it mean to be British?			
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PSHE						
Health & wellbeing		Relationships & Families		Intimate health	Life skills	
Yr 10	What is a healthy lifestyle? Health-related choices: blood, organ and stem cell donation Healthy lifestyles: health services, self examination and vaccination Healthy lifestyles: achieving balance Female genital mutilation (FGM): facts and risks Addictive substances: legal and illegal drugs Alcohol: risks, consequences, and safety	Managing stress and anxiety Mental health: developing coping strategies An introduction to body image Wellbeing - being kind to yourself Recognising strengths in ourselves and others	The impact of relationships Taking others' perspectives Changing relationships: managing your feelings Spotting unhealthy and abusive relationships Family life: parenthood and caring	Social influences: young people and gangs Respectful relationships: meeting new people Challenging gender stereotypes Navigating social influence and pressure	Practising safe sex Understanding pregnancy: your choices Sexual health: choosing and accessing contraception Understanding consent and intimacy: offline and online 14- 16 Sexuality and gender identity: coming out	Financial choices: budgeting, saving, debt Gambling: risks, consequences, and safety Staying safe online: protecting your personal data FIRST AID
	Citizenship					
	Democracy	Identity and Diversity				
	Britain's role in the world What is our relationship with other countries? International relations Parliament What do they do? What does it look like? Local government	Moral, legal, human rights What are human rights? Human rights in the UK and abroad Balancing rights Human Rights Issues Fighting for rights Exploring privilege	Discrimination laws What are the possible consequences? Absence of discrimination laws = social movement Present, recent and past social movements for			

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	What do they control? How do they affect our lives? The British Constitution Charitable giving Do we have a duty of care to other countries? Foreign aid Environmental issues Sustainable development	Stereotype Prejudice Discrimination Protected characteristics What are the protected characteristics? What attitudes do people have? Extremism Hate Crime	equality and what impact they have had. Black Lives Matter Me too Pressure groups		
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Secondary PSHCE curriculum - Integration (year 7 – 11)

1	2	3	4	5	6
PSHE					
Relationships & Influence	The Career for Me	Healthy Lifestyle	Mental Wellbeing	Intimate relationships and family	Staying Safe
Identity & Influence Friendship, Bullying & Cyberbullying Gangs & Exploitation Online contact risks Sharing sexual images The impact of porn	Personality and careers Skills and careers Interests, Values & careers Education and Career pathways CVs First impressions End of term Quiz + Q&A	Healthy eating Food and exercise Dental hygiene Sleep Body image and wellbeing Barriers to health	Healthy and Unhealthy coping strategies Resilience Attitudes to mental health Mental health conditions End of term Quiz + Q&A	Healthy/unhealthy intimate relationships Consent Contraception Pregnancy choices Marriage & Commitment Parenting	Harassment & stalking Intoxication Road Safety Street Violence Summer water and sun safety First Aid CPR End of Term/Year Quiz
Citizenship					
Identity & Diversity	My role in democracy	Rights & Responsibilities	Me in the modern world	Me & my money	Human rights & Active Citizenship
What is a British Citizen British Identity & Diversity British Values Prejudice & Discrimination Protected Characteristics Hate Crime Awareness Extremism	The British Constitution Parliament Week Remembrance Day Local Government The role of the Media Participation Christmas Week & Quiz	Criminal & Civil Law World Religion Day Age Limits Youth Crime The Youth Court	Global Citizenship Fairtrade Fortnight Sustainable development Digital rights / responsibilities	The economy, tax and NI The Welfare System Financial products and services Budgeting The General Election Consumer rights	What are human rights? HR in the UK & abroad Fighting for rights Charitable Causes Helping Others

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Secondary PSHE curriculum - Independence (year 11)

1	2	3	4	5	6
PSHE					
Physical health	Intimate health	Relationships & Families	Mental health & wellbeing	Life skills	
Illegal drugs: risks, consequences, and support Managing our health: services and support Substance addiction: how to seek help Staying safe: alcohol and binge-drinking Staying safe: recreational drugs Leaving home: building a healthy lifestyle	Understanding pornography Consent matters Sexual health: preventing and treating STIs Making choices about your sexual health Respectful relationships: trust and intimacy	Respectful relationships: values and differences Rights and responsibilities: marriage and civil partnerships Understanding forced marriage Making choices about pregnancy and parenthood Respectful relationships: ending relationships	Mental health: revisited Mental health: accessing support Body enhancement	Staying safe: dangerous and emergency situations	EXAMS
Citizenship					
Respect & Tolerance	Democracy	The rule of law			
British Identity & Diversity British Values Prejudice & Discrimination Protected Characteristics Hate Crime Awareness Extremism	The British Constitution Parliament Week Remembrance Day Government & Taxation Local government The role of the media Participation	Criminal and civil law Youth Crime Human Rights Digital Rights & Responsibilities Global responsibilities			EXAMS

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Appendix 2 – RSE Statutory Content

By the end of primary school pupils should know:

Relationships and Sex Education:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ol style="list-style-type: none"> 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

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TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ol style="list-style-type: none"> 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	<ol style="list-style-type: none"> 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

TOPIC	PUPILS SHOULD KNOW
Being safe	<ol style="list-style-type: none"> 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health Education:

TOPIC	PUPILS SHOULD KNOW
General Wellbeing	<ol style="list-style-type: none"> 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.

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TOPIC	PUPILS SHOULD KNOW
Wellbeing Online	<ol style="list-style-type: none"> 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	<ol style="list-style-type: none"> 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<ol style="list-style-type: none"> 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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).
Drugs, Alcohol, Tobacco and Vaping	<ol style="list-style-type: none"> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

TOPIC	PUPILS SHOULD KNOW
Health Prevention and Protection	<ol style="list-style-type: none"> 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	<ol style="list-style-type: none"> 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
First Aid	<ol style="list-style-type: none"> 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<ol style="list-style-type: none"> 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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By the end of secondary school pupils should know:

Relationships and Sex Education:

TOPIC	PUPILS SHOULD KNOW
Families	<ol style="list-style-type: none"> 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal. 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ol style="list-style-type: none"> 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, 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. 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

<p>Online safety and awareness</p>	<ol style="list-style-type: none"> 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. 12. How information and data is generated, collected, shared and used online. 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
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Being safe	<ol style="list-style-type: none"> 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. 6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. 7. The concepts and laws relating to sexual violence, including rape and sexual assault. 8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. 9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. 10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. 12. The concepts and laws relating to forced marriage. 13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or 10 The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children. 18 assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. 14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. 15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. 16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
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TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ol style="list-style-type: none"> 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. 4. 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. 5. That some sexual behaviours can be harmful. 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking. 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help. 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms. 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

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TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ol style="list-style-type: none"> 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. 6. How to critically evaluate which activities will contribute to their overall wellbeing. 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.
Wellbeing online	<ol style="list-style-type: none"> 1. About the benefits of limiting 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. 2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. 3. 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. 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

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TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ol style="list-style-type: none"> 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. 2. Factual information about the prevalence and characteristics of more serious health conditions. 3. That physical activity can promote wellbeing and combat stress. 4. The science relating to blood, organ and stem cell donation.
Healthy eating	<ol style="list-style-type: none"> 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. 3. The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	<ol style="list-style-type: none"> 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. 2. The law relating to the supply and possession of illegal substances. 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. 5. The dangers of the misuse of prescribed and over-the-counter medicines. 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

TOPIC	PUPILS SHOULD KNOW
Health protection and prevention, and understanding the healthcare system	<ol style="list-style-type: none"> 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. 8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. 9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal Safety	<ol style="list-style-type: none"> 1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.
Basic First Aid	<ol style="list-style-type: none"> 1. Basic treatment for common injuries and ailments. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators, when one might be needed and who can use them.

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TOPIC	PUPILS SHOULD KNOW
Developing bodies	<ol style="list-style-type: none"> 1. The main changes which take place in males and females, and the implications for emotional and physical health. 2. The facts about puberty, the changing adolescent body, including brain development. 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

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Appendix 3 – Parent / Carer Request to Withdraw from RSE

TO BE COMPLETED BY PARENTS / CARERS			
Name of Child		iCollege Unit	
Name of Parent / Carer		Date	
Reason for withdrawing from sex education within relationships and sex education:			

Any other information you would like the school to consider:

Sign and date: _____

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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with Parents / Carers

Staff signature and date:

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