

Policy Title:	PSHE Policy
Academic Year:	2021-2022
Policy Reference:	
Description:	Management of the teaching of Personal, Social, Health & Economic Education (PSHE)
Status:	
Category:	Non-statutory
Review frequency:	Every 2 years
Contact:	Jacquie Davies
Version:	V3
Who was consulted:	Staff
Other relevant policies:	Child Protection & Safeguarding Policy, Relationships & Sex Education Policy, SMSC Policy, Anti-bullying Policy
Acronyms:	<p>MC - Management Committee</p> <p>TLC - Teaching & Learning Committee</p> <p>SWC - Safeguarding & Wellbeing Committee</p> <p>FC – Finance Committee</p> <p>H&SPC - Health & Safety and Premises Committee</p> <p>PERS - Personnel Committee</p> <p>LA - Local Authority</p> <p>WBC - West Berkshire Council</p> <p>HT - Headteacher</p> <p>SLT - Senior Leadership Team</p> <p>H&S Lead - Health & Safety Lead</p> <p>H&S Co Ord - Health & Safety Co Ordinator</p> <p>RSE – Relationships and Sex Education</p> <p>PDP – Personal Development Programme</p>
Date for Review:	

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

1. Key contact list for PSHE Policy	3
2. Rationale and ethos	3
3. Legislation (statutory regulations and guidance)	4
4. Curriculum design and delivery	4
5. Roles and Responsibilities	6
6. Training	7
7. Safe and Effective practice	7
8. Monitoring, reporting and evaluation	7
Appendix 1: PSHCE curriculum	8
Appendix 2: By the end of primary school pupils should know	13
Appendix 3: By the end of secondary school pupils should know	16

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1&2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATION KS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INDEPENDENCE Y11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

INTERVENTION Y9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

The POD KS2&3
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 522748

1: Key contact list for PSHE Policy

Headteacher	Jacque Davies	01635 528048	jdavies@iCollege.org.uk
Assistant Headteacher	Faye Miller	0163548872	fmiller@iCollege.org.uk
HOD-PSHE/Careers	Ali Haynes	0163548872	ahaynes@westberks.org.uk
PSHE Coordinator	Antonia Palmer	0163548872	antoniapalmer@icollege.org.uk
POD	Jo Farley	0163549397	jfarley@iCollege.org.uk
Inspiration KS 1 & 2	Charlotte Duly	01635 877114	cduly@iCollege.org.uk
Integration KS 3 & 4	Pietro Framaliccio	0118 9416636	pframaliccio@iCollege.org.uk
Intervention Year 9 & 10	Helen Blunn	01635 49397	hblunn@iCollege.org.uk
Independence Year 11 & 12	Angie Palmer	01635 48872	apalmer@iCollege.org.uk
Safeguarding Governor	Maureen Sims		msims@iCollege.org.uk
Chair of Governors	Independence Richmond House Bath Road Newbury Berkshire RG14 1QY		
Clerk to Governors			jhills@iCollege.org.uk

2. Rationale and ethos	<p>The aims of personal, social, health and economic (PSHE) education in our school are to:</p> <ul style="list-style-type: none"> • Provide a framework in which sensitive discussions can take place • Prepare pupils for stages in their lives including puberty, adolescence and adulthood, and give them the knowledge, skills and attributes they need to make informed decisions about their wellbeing, health and relationships. • Enable students to develop the capacity to make sound decisions when facing risks, challenges and complex contexts. • Give pupils the correct vocabulary and accurate information so that they can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity. • Ensure students understand that they have rights over their own bodies and how to report concerns and seek advice if they feel or know something is wrong and understand consent • Enable students to know how and when to ask for help, and to know where to access support. • Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes, and nurtures respect for different views. • Foster gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in lessons and in every-day school life in line with
-------------------------------	---

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

	<p>The Rainbow Flag Award recommendations.</p> <ul style="list-style-type: none"> • Help build students' self-efficacy and resilience • Meet the needs of all pupils with their diverse experiences, including those with special educational needs and disabilities.
<p>3. Legislation (statutory regulations and guidance)</p>	<p>PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.</p> <p>Primary PSHE must teach relationships education under the the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance.</p> <p>Secondary PSHE must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance.</p>
<p>4. Curriculum design and delivery</p>	<p>4.1 What we teach</p> <p>4.1.1 Primary PSHE</p> <p>The primary PSHE curriculum is designed to meet the needs of a diverse range of learners, entering the service at different points throughout the school year. Learners attending Inspiration may only do so for a short period of time. Learners at The Pod attend for a more sustained period. Both sets of learners need access to a broad and balanced curriculum.</p> <p>The PSHE curriculum has been designed so that pupils develop the knowledge and skills they need to keep themselves healthy and safe, and prepare them for life and work. It should have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.</p> <p>The PSHE curriculum aims to develop skills such as resilience, self-esteem, teamworking and critical thinking in the context of three core themes as identified by the PSHE Association: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World' (including economic wellbeing and aspects of careers education). It includes the relationships and health aspects of PSHE education that have been compulsory in schools since September 2020.</p> <p>4.1.2 Secondary PSHE</p> <p>The focus of our secondary PSHE curriculum is on giving young people the information they need to help them develop the knowledge, skills, and attributes they need to manage their lives, now and in the future. These skills and attributes help them to stay healthy, safe, and prepare them for life and work in the modern world. PSHE helps students to achieve their academic potential, and leave school equipped with skills they will need throughout later life.</p> <p>Topics should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.</p>

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

	<p>We will ensure the PSHE 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.</p> <p>Teaching of PSHE should include the following approaches:</p> <ul style="list-style-type: none"> • explanation and presentation of information by the teacher • active methodology such as, mindmapping, group discussions, research, small project work and role-play • use of media • input by other professional and agencies <p>Pupils are entitled to be given, an opportunity to reflect upon and consider the learning which has taken place in each lesson.</p> <p>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).</p> <p>As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on our website under 'Policies and Procedures'.</p> <p>See the attached PSHE curriculum map for more details about what we teach in each year/Key Stage.</p> <p>4.2 How we teach</p> <p>4.2.1 Primary PSHE</p> <p>All primary students have the opportunity to participate in our PSHE programme of study. PSHE is taught classroom including visiting speakers and specialists and participation in nation-wide PSHE-themed weeks/days.</p> <p>in lessons as well as being embedded into other areas of learning both in and beyond the</p> <p>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. Within this programme, each of the core areas - 'Health and Wellbeing', 'Living in the Wider World' and 'Relationships' - are visited on rotations of approximately six weeks each (half a term). This ensures that pupils at Inspiration, who may only attend for a short time, receive a balanced range of PSHE provision during their time at Icollege. For progression, pupils at The Pod will cover topics at greater depth each time they are revisited.</p> <p>All Year 6 pupils will be taught 'Growing Up' in the summer term in line with when the majority of schools teach Sex Education.</p>
--	---

Phone: 01635 48872 · email: office@icollge.org.uk · www.icollge.org.uk

	<p>4.2.2 Secondary PSHE</p> <p>All secondary students have the opportunity to participate in our PSHE programme of study. Our PSHE curriculum is delivered weekly through PSHE, PDP (Personal development programme), Careers and Citizenship lessons, the National Curriculum (Science), visiting speakers and specialists, and participation in nation-wide PSHE-themed weeks/days; it is also embedded into other areas of the curriculum and day-to-day life of the schools. Topics are grouped into three themes: Health and Wellbeing, Relationships and Living in the Wider World. We follow the recommendations laid out by the Department for Education and the PSHE Association.</p> <p>PSHE forms part of our commitment to the Spiritual, Moral, Social and Cultural (SMSC) elements of the curriculum.</p> <p>The timing and delivery of any aspect will be appropriate to the age and needs of the students concerned.</p> <p>Teaching should provide clear progression from what is taught in primary school in Relationships Education. For progression, pupils will cover topics at greater depth each time they are revisited.</p> <p>Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.</p>
<p>5. Roles and responsibilities</p>	<p>5.1 The Management Committee</p> <p>The Management Committee will approve the PSHE policy and hold the headteacher to account for its implementation.</p> <p>The Management Committee has delegated the approval of this policy to the Safeguarding and Wellbeing Committee (SWC)</p> <p>5.2 The headteacher</p> <p>The headteacher is responsible for ensuring that PSHE is taught consistently across the service, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see RSE policy for more information).</p> <p>5.3 Staff</p> <p>Staff are responsible for:</p> <ul style="list-style-type: none"> ➤ Delivering PSHE in a sensitive way ➤ Modelling positive attitudes to PSHE ➤ 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 <p>Staff do not have the right to opt-out of teaching PSHE or RSE. Staff who have concerns about teaching PSHE or RSE are encouraged to discuss this with the headteacher.</p>

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

	<p>The delivery of PSHE programme will be allocated between members of the PSHE team, Science team and Pastoral team.</p> <p>5.4 Pupils</p> <p>Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.</p>
6. Training	<p>Staff are trained on the delivery of PSHE and it is included in our continuing professional development calendar.</p> <p>The headteacher will also invite visitors from outside the service, such as school nurses or sexual health professionals, careers advisors, The Rainbow Flag Award, and other subject specialists to provide support and training to staff teaching PSHE and RSE.</p>
7. Safe and Effective practice	<p>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.</p>
8. Monitoring, reporting and evaluation	<p>The delivery of PSHE is monitored by Alison Haynes (PSHE Subject Lead) and Antonia Palmer (PSHE coordinator) 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.</p> <p>Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.</p> <p>Other monitoring arrangements include subject planning scrutinies and learning walks.</p>
<p><i>Keeping Children Safe in Education 2021</i> <i>All staff with icollege understand the need to safeguard and promote the welfare of children; this includes protecting children from maltreatment; preventing impairment of children's 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.</i></p>	

<p>Approved by:</p> <p>Date:</p> <p>Review date:</p>	
---	--

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1& 2
 Foxglove Way . Thatcham
 Berks . RG18 4DH
 01635 877114

INTEGRATION KS3&4
 22 Highview . Calcot
 Reading . Berks . RG31 4XD
 01189 416636

INDEPENDENCE Y11&KS5
 Richmond House . Bath Road
 Newbury . Berks . RG14 1QY
 01635 48872

INTERVENTION Y9&10
 88 Newtown Road . Newbury
 Berks . RG14 7BT
 01635 49397

The POD KS2&3
 88 Newtown Road. Newbury
 Berks . RG14 7BT
 01635 522748

Appendix 1: PSHCE Curriculum

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

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATION KS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTION Y9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCE Y11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748



	<p>Talk about a range of jobs people do Discuss what skills and interests are needed for different jobs Talk about jobs they might like to do in the future Discuss what skills they might need to do certain jobs</p>	<p>Talk about reasons people go to work. Consider why and how people might get into debt. Discuss some of the consequences of debt. <i>Anti-bullying week</i></p>	<p>With support, identify a feeling and how it is being expressed. Discuss why we have worries and concerns at times of change <i>Safer Internet Day</i></p>	<p>Understand they can choose what happens to their body and know when a 'secret' should be shared. Know the difference between medicine and harmful drugs and chemicals Know how to get help for themselves or another in the case of serious problems. (first aid)</p>	<p>Talk about what democracy is. Talk about what rules and laws are talk about what liberty means. Describe what being British means to them. <i>International Day of Families</i></p>	<p>Describe some strategies that they could use to help them cope with uncomfortable feelings. Suggest ways to make things right after a mistake has been made. Explain that mistakes help them to learn and grow. <i>(Growing Up Y6 for any Year 6 pupils)</i></p>
Year 3	<p><u>Think Positive</u> Understand that it is important to look after our mental health. Recognise and describe a range of positive and negative emotions. Discuss changes people may experience in their lives and how they might make them feel. Talk about things that make them happy and help them to stay calm. Identify uncomfortable emotions and what can cause them</p>	<p><u>Respecting Rights</u> Know what human rights are. Understand that all people share the same rights. Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child. Know why we have rules and how they help us. Understand that no one should take away our human rights. <i>Anti-bullying week</i></p>	<p><u>VIPs</u> With support, discuss how the impact of our attitudes affects us when trying to make new friendships. Discuss how our attitudes impact new friendships being made. Discuss the need to have a variety of friends with differing personalities. Discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship. <i>Safer Internet Day</i></p>	<p><u>Safety First</u> Describe what a dare is and identify situations involving peer pressure. Know when to seek help in risky or dangerous situations. Identify and discuss some school rules for staying safe and healthy. List some of the dangers we face when we use the road. Describe drugs, cigarettes and alcohol in basic terms. Identify which information they should never share online. First Aid</p>	<p><u>One World</u> Describe similarities and differences between people's lives. Identify opinions that are different from their own. Know what climate change is. Know there are organisations working to help people in challenging situations in other communities. Give reasons for similarities and differences between people's lives. Detail if they feel something is fair or not. Give reasons for their own opinions;</p>	<p><u>Growing Up</u> Name the main male and female body parts needed for reproduction. Describe some of the changes during puberty. Describe some feelings young people might experience as they grow up. Talk about their own family and the relationships within it. Understand that there are many different types of families; Identify similarities and differences in different loving relationships.</p>

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATION KS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTION Y9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCE Y11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748



					<i>International Day of Families</i>	<i>(Growing Up Y6 for any Year 6 pupils)</i>
Year 4	<p><u>Aiming High</u> Discuss their personal achievements and skills. Discuss different learning styles. Identify what a positive learning attitude is. Talk about the range of jobs that people do. Understand what a gender stereotype is.</p>	<p><u>Money Matters</u> Discuss why advertisers try to influence us talk about how to be a 'critical consumer'. Identify how we can compare the value for money of different products. Discuss how we can make a budget. Discuss the advantages of working to a budget. <i>Anti-bullying week</i></p>	<p><u>TEAM</u> Discuss goals they could set to work towards their ambitions. Understand the different roles within a team. Discuss challenges many people face and how some people overcome these. Understand how to use the knowledge of their learning style to further their learning. Discuss the impact a growth mindset can have on achieving our goals. <i>Sater Internet Day</i></p>	<p><u>It's My Body</u> Understand that they can choose what happens to their own bodies. Know where and how to get help if they are worried. Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies. Challenge stereotypical notions of 'the perfect body'. 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</p>	<p><u>Britain</u> Talk about the range of faiths and ethnicities in Britain. Show empathy for different people, including those who might have experience of not being respected. Think in detail about what society would be like without rules and laws. Identify how they can make a positive difference to their community and country. <i>International Day of Families</i></p>	<p><u>Be Yourself</u> Discuss scenarios where children are torn between 'fitting in' and being true to themselves. Explain how to communicate their feelings in different situations. Identify the feelings involved in making a mistake and understand how to make amends. Discuss different fight or flight situations. Discuss the impact of making amends when a mistake has been made. <i>(Growing Up for any Year 6 pupils)</i></p>

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATION KS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTION Y9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCE Y11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

Secondary PSHCE Curriculum

Intervention PSHE Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>KS3 Drugs and tobacco – addiction, impact, the law, dependence and support. Mental health and emotional wellbeing. Healthy and unhealthy friendships and peer pressure, including social networking, consequences of sharing sexual images, online grooming and strategies to keep safe. What’s important to us, identification of triggers, coping strategies and learning about taking responsibility. Alcohol awareness –risks and impact and developing resilience.</p>	<p>KS3 Developing skills and aspirations. Introduction to Post 16 options and apprenticeships To manage risk in relation to gangs , exit strategies and how to access support. About the legal and physical risks of carrying a knife Exploring stereotypes and family and cultural expectations. Equality and Protected Characteristics. Unacceptability of prejudice-based behaviour or faith-based prejudice. Learning more about different faiths and cultural practices.</p>	<p>KS3 Working whilst at school. Learning skills Transferable skills Exploring LMI Introducing STEM Choices and pathways My goals and aspirations What next after Year 9? Introduction to Career Pilot Identifying the careers stories of others. Evaluating their journeys. Researching local companies and requesting work experience</p>	<p>KS3 Financial choices Money and earning power Managing money Financial exploitation Gambling and scams Digital literacy and online safety Introduction to banks</p>	<p>KS3 Positive relationships, Diversity in relationships Types of families and family structures Puberty, the changing body and sexual health Readiness for sex and consent Contraception and Sexual Health</p>	<p>KS3 Personal Safety First Aid – treating minor injuries Healthy lifestyle Staying healthy, physical activity, sleep and nutrition. Personal hygiene</p>

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATION KS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTION Y9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCE Y11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

Intervention Citizenship Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	Citizenship Introduction <ul style="list-style-type: none"> • What is a British citizen? • British Identity • British Values • Rules, Rights and Responsibilities 3a), 3c), 3d) BV1, BV2, BV4 DHSR, RE	Democracy <ul style="list-style-type: none"> • What is democracy? • Introduction to the UK political system • Introduction to participation • Being an active citizen 3a), 3b), 3c), 3e) BV1, BV2, BV3, BV4 DHSR RE, MS	Multiculturalism <ul style="list-style-type: none"> • Prejudice and Discrimination • Religious diversity • Immigration and migration • Tackling extremism 3c), 3d), 3e) BV2, BV4, BV5, BV6 CHT, DHSR, RE,	Law and Justice <ul style="list-style-type: none"> • Why do we have laws? • How are laws made? • Civil and Criminal Law • Purpose of Punishment 3c), 3d) BV2, BV3, BV4, BV5 DHSR, RE,	Raising and Spending Public Money <ul style="list-style-type: none"> • Taxes, NI and HMRC • Education • The police • The NHS 3e), 3f) BV2, BV3 DHSR	Media/Digital Citizens <ul style="list-style-type: none"> • The role of the media • Fake news • Social media rights and responsibilities • Challenging online hate 3a), 3c), 3d), 3e) BV2, BV3, BV4, BV5, BV6 RE, DHSR, CHT, CC, POP, PSSI, SH, SV
KS4	The British Constitution <ul style="list-style-type: none"> • What is a constitution? • Parliament and Government • The judiciary • Local, regional and national governance 4a), 4b), 4c), 4e) BV1, BV2, BV3, BV4 RE, DHSR,	Participation <ul style="list-style-type: none"> • Universal Suffrage • Pressure Groups and Social Movements • What change has protest achieved? • Volunteering 4a), 4b), 4g), 4h) BV1, BV2, BV4, BV5, BV6 CHT, DHSR, DA, MS, RE, SH	Human Rights <ul style="list-style-type: none"> • What are human rights? • Human rights in the UK and abroad • Balancing rights • Human Rights Issues 4c), 4d), 4e), 4f), 4g), 4h) BV2, BV3, BV4, BV5, BV6 CHT, DHSR, MS, DA, RE	Global Citizenship <ul style="list-style-type: none"> • The United Nations • Humanitarian Aid • International Conflict • The Environment 4c), 4d), 4e), 4f), 4g), 4i) BV2, BV4, BV5 RE, CSE, DHSR, MS, FM	Laws to Safeguard Society <ul style="list-style-type: none"> • Forced marriage, FGM & honour-based violence • Relationship abuse • Harassment and stalking • Gangs and County Lines 4e), 4f), 4g) BV2, BV4, BV5 DHSR, FGM, FM, GYV, CSE	Diversity and Equality <ul style="list-style-type: none"> • The Equality Act 2010 and protected characteristics • Discrimination, bullying and hate crime • Progress with inequality • Progress with inequality 4b), 4e), 4f), 4g), 4h) BV2, BV4, BV5, BV6 CHT, DHSR, POP, SH, SV

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATIONKS1& 2
 Foxglove Way . Thatcham
 Berks . RG18 4DH
 01635 877114

INTEGRATIONKS3&4
 22 Highview . Calcot
 Reading . Berks . RG31 4XD
 01189 416636

INTERVENTIONY9&10
 88 Newtown Road . Newbury
 Berks . RG14 7BT
 01635 49397

INDEPENDENCEY11&KS5
 Richmond House . Bath Road
 Newbury . Berks . RG14 1QY
 01635 48872

The POD KS2&3
 88 Newtown Road. Newbury
 Berks . RG14 7BT
 01635 522748

Independence PSHCE Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Stress and Wellbeing</p> <p>Stress & stress management importance of sleep & healthy sleep Self-efficacy, motivation & perseverance How to maintain a healthy self-concept grief and bereavement</p>	<p>Risky Behaviour</p> <p>Risk and Safety in different contexts – evaluating dangers</p> <ul style="list-style-type: none"> • Drugs • Alcohol • Online safety 	<p>Relationships</p> <p>Emotions and values including communication Healthy Relationships Safety in relationships Forced marriage & Marriage Sexual health, Pornography & Consent</p>	<p>Families</p> <p>Readiness for parenthood & parenting qualities Fertility & pregnancy, birth & miscarriage Adoption & abortion</p>		
<p>Physical Wellbeing</p> <p>Maintaining and monitoring their own health inc: Making informed lifestyle choices regarding diet and exercise Accessing health services Unhealthy coping strategies, such as self-harm and eating disorders Risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons First Aid</p>	<p>Democracy and Laws</p> <p>Human rights and law Legal system in the UK Laws specifically relating to: Honor based violence Gang Crime & hate crime FGM Extremism and Radicalisation How the law helps society Parliamentary democracy electoral systems</p>	<p>Diversity</p> <p>Need for mutual respect and understanding & Challenging discrimination & sources of support. Areas to focus on include: Discrimination protected characteristics & stereotype Bullying & Harassment Social media & discrimination. LGBTQ+ awareness, Sexuality and Gender identity</p>	<p>Community</p> <p>Contribution to the improvement of their community Volunteering Charities Social care</p> <p>Ethics</p> <p>Examining different beliefs and ethics of: Adoption & abortion, Death penalty Euthanasia</p>		<p>Getting ready for summer</p> <p>Yr 10s transition</p> <p>Sun safety Sex, Drugs and Alcohol</p>
<p>Exploring post 16 options Recognising skills and how you are Developing Exploring employment sector and patterns of employment Different careers and access routes personal networks of support</p>	<p>Investigating work and working life Investigating jobs and labour market information</p>	<p>Identifying choices & opportunities Planning & deciding CV writing Interview skills <i>Mock interviews</i></p>	<p>Learning about safe working practices and environments Developing personal financial capacity</p> <p>Finances</p> <p>Income and expenditure, Credit and debt, Insurance, Savings and pensions Financial products and services Taxes</p>	<p>Self-improvement as a learner Managing changes and transitions</p>	<p>Transition support</p>

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATION KS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTION Y9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCE Y11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

Integration PSHE Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 3	Health and Wellbeing <ul style="list-style-type: none"> • What makes me, me • Mental wellbeing HRA, MH • Healthy eating • Sleep and physical activity • Body image POPA, MH • Hygiene • Basic First Aid 	The Wider World <ul style="list-style-type: none"> • Personality, interests and skills • Career choices • Managing my money • Budgeting • Money risks • Online risks POPA, PSSI, MH • Exploitation CSE GYV, RE 	Relationships DHSR <ul style="list-style-type: none"> • My Values • Friendships POPA • Bullying POPA • Healthy intimate relationships CHT, DHSR • Consent CSE, DA, SV, SH • Contraception Intro • Sharing sexual images PSSI 	Health and Wellbeing <ul style="list-style-type: none"> • What makes me, me • Mental wellbeing HRA, MH • Healthy eating • Sleep and physical activity • Body image POPA, MH • Hygiene • Basic First Aid 	The Wider World <ul style="list-style-type: none"> • Personality, interests and skills • Career choices • Managing my money • Budgeting • Money risks • Online risks POPA, PSSI, MH • Exploitation CSE GYV 	Relationships DHSR <ul style="list-style-type: none"> • My Values • Friendships POPA • Bullying POPA • Healthy intimate relationships CHT, DHSR • Consent CSE, DA, SV, SH • Contraception Intro • Sharing sexual images PSSI
Key Stage 4	Health and Wellbeing <ul style="list-style-type: none"> • What makes me, me • Mental wellbeing HRA, MH • Healthy eating • Sleep and physical activity • Body image POPA, MH • Hygiene • Basic First Aid 	The Wider World <ul style="list-style-type: none"> • Personality, interests and skills • Career choices • Managing my money • Budgeting • Money risks • Online risks POPA, PSSI, MH • Exploitation CSE, GYV, RE 	Relationships DHSR <ul style="list-style-type: none"> • My Values • Stable relationships DA • Relationship diversity CHT • Healthy intimate relationships CSE, DA, SV • Pornography PSSI, CSE • Sharing sexual images PSSI • Pregnancy DHSR, SV, FGM 	Health and Wellbeing <ul style="list-style-type: none"> • What makes me, me • Mental wellbeing HRA • Healthy eating • Sleep and physical activity • Body image POPA, MH • Hygiene • Basic First Aid 	The Wider World <ul style="list-style-type: none"> • Personality, interests and skills • Career choices • Managing my money • Budgeting • Money risks • Online risks POPA, PSSI, MH • Exploitation CSE GYV 	Relationships DHSR <ul style="list-style-type: none"> • My Values • Stable relationships DA • Relationship diversity CHT • Healthy intimate relationships CSE, DA, SV • Pornography PSSI, CSE • Sharing sexual images PSSI • Pregnancy DHSR, SV, FGM

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATION KS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTION Y9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCE Y11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

Integration Citizenship curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 3	<p>Citizenship Introduction</p> <ul style="list-style-type: none"> • What is a British citizen? • British Identity • British Values • Rules, Rights and Responsibilities <p><i>3a), 3c), 3d)</i> <i>BV1, BV2, BV4</i> <i>DHSR, RE</i></p>	<p>Democracy</p> <ul style="list-style-type: none"> • What is democracy? • Introduction to the UK political system • Introduction to participation • Being an active citizen <p><i>3a), 3b), 3c), 3e)</i> <i>BV1, BV2, BV3, BV4</i> <i>DHSR RE, MS</i></p>	<p>Multiculturalism</p> <ul style="list-style-type: none"> • Prejudice and Discrimination • Religious diversity • Immigration and migration • Tackling extremism <p><i>3c), 3d), 3e)</i> <i>BV2, BV4, BV5, BV6</i> <i>CHT, DHSR, RE,</i></p>	<p>Law and Justice</p> <ul style="list-style-type: none"> • Why do we have laws? • How are laws made? • Civil and Criminal Law • Purpose of Punishment <p><i>3c), 3d)</i> <i>BV2, BV3, BV4, BV5</i> <i>DHSR, RE,</i></p>	<p>Raising and Spending Public Money</p> <ul style="list-style-type: none"> • Taxes, NI and HMRC • Education • The police • The NHS <p><i>3e), 3f)</i> <i>BV2, BV3</i> <i>DHSR</i></p>	<p>Media/Digital Citizens</p> <ul style="list-style-type: none"> • The role of the media • Fake news • Social media rights and responsibilities • Challenging online hate <p><i>3a), 3c), 3d), 3e)</i> <i>BV2, BV3, BV4, BV5, BV6</i> <i>RE, DHSR, CHT, CC, POP, PSSI, SH, SV</i></p>
Key Stage 4	<p>The British Constitution</p> <ul style="list-style-type: none"> • What is a constitution? • Parliament and Government • The judiciary • Local, regional and national governance <p><i>4a), 4b), 4c), 4e)</i> <i>BV1, BV2, BV3, BV4</i> <i>RE, DHSR,</i></p>	<p>Participation</p> <ul style="list-style-type: none"> • Universal Suffrage • Pressure Groups and Social Movements • What change has protest achieved? • Volunteering <p><i>4a), 4b), 4g), 4h)</i> <i>BV1, BV2, BV4, BV5, BV6</i> <i>CHT, DHSR, DA, MS, RE, SH</i></p>	<p>Human Rights</p> <ul style="list-style-type: none"> • What are human rights? • Human rights in the UK and abroad • Balancing rights • Human Rights Issues <p><i>4c), 4d), 4e), 4f), 4g), 4h)</i> <i>BV2, BV3, BV4, BV5, BV6</i> <i>CHT, DHSR, MS, DA, RE</i></p>	<p>Global Citizenship</p> <ul style="list-style-type: none"> • The United Nations • Humanitarian Aid • International Conflict • The Environment <p><i>4c), 4d), 4e), 4f), 4g), 4i)</i> <i>BV2, BV4, BV5</i> <i>RE, CSE, DHSR, MS, FM</i></p>	<p>Laws to Safeguard Society</p> <ul style="list-style-type: none"> • Forced marriage, FGM & honour-based violence • Relationship abuse • Harassment and stalking • Gangs and County Lines <p><i>4e), 4f), 4g)</i> <i>BV2, BV4, BV5</i> <i>DHSR, FGM, FM, GYV, CSE</i></p>	<p>Diversity and Equality</p> <ul style="list-style-type: none"> • The Equality Act 2010 and protected characteristics • Discrimination, bullying and hate crime • Progress with inequality • Progress with inequality <p><i>4b), 4e), 4f), 4g), 4h)</i> <i>BV2, BV4, BV5, BV6</i> <i>CHT, DHSR, POP, SH, SV</i></p>

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATIONKS1&2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATIONKS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATIONKS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATIONKS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATIONKS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATION KS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTION Y9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCE Y11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATION KS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATION KS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTION Y9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCE Y11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Phone: 01635 48872 · email: office@icollege.org.uk · www.icollege.org.uk

INSPIRATIONKS1& 2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT
01635 522748