



THE LADY BYRON SCHOOL

THE CEDARS - 11 HIGH STREET, FLECKNEY, LEICESTERSHIRE, LE8 8AJ.

INFO@LADYBYRONSCHOOL.CO.UK

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION POLICY

Prepared By: Caroline England

Job Title: Head Teacher

Authorised By: Irinder Minhas

Job Title: Director

Reviewed by Caroline England/Irinder Minhas

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1. Rational, Ethos and Aims

1.1 This document is a statement of the aims, values and strategies used for the development of the PSHE curriculum undertaken at The Lady Byron School. The purpose of this policy is to provide a comprehensive document for staff, other professionals, families, and other interested stakeholders. The policy makes clear the vision, values and aims of The Lady Byron School as well as detailing our PSHE curriculum intent, its broad and balanced content and the specialised approach to teaching and learning, and assessment that is needed by our young people for them to flourish and achieve their full potential.

1.2 The policy aims to consider diversity of beliefs and needs and provide equality of opportunity.

1.3 The Lady Byron School is an independent special school which provides a high quality broad, balanced and meaningful curriculum for learners in Key Stage 2 – Key Stage 4, who hold an Education, Health & Care Plan and have a diagnosis of Autism.

1.4 Learners at the school represent the full autism spectrum with a wide range of needs and abilities.

1.5 The nature of learners with autism creates an uneven academic profile both within the individual young person and within the year groups. Additionally, heightened anxiety and school refusal are frequent traits within our learner community, many of whom have experienced lengthy periods out of school and / or had a history of multiple school placements. This presents demands to ensure that each learner can achieve their full potential in all areas of the curriculum.

1.6 The Lady Byron School offers a differentiated curriculum that meets the range of different ages, aptitudes, needs and interests of the learners and is permeated with a specialised autism-specific curriculum and delivered within an ethos of empathy, understanding, and structure.

1.7 The primary focus of The Lady Byron School curriculum is to prepare learners for transition back into mainstream education, where appropriate, and develop the skills for living and working independently in modern day Britain. This involves ensuring our young people are 'ready to learn' by prioritising their social, emotional and mental health as well as their spiritual, moral and cultural development.

1.8 The Lady Byron School understands the importance of SMSC education and through ensuring students' SMSC development, we can also demonstrate the promotion of the Fundamental British Values (FBV) which are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those of different faiths and beliefs and for those without faith



1.9 The aims of Personal, Social, Health and Economic Education (PSHE) at our school is to:

- Provide a safe climate in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To enable all students to develop as fully as possible their interests, abilities and aptitudes and to make additional provision for those who are in any way disadvantaged.
- To allow students to develop lively, enquiring minds so that they can be capable of independent thought and formulate their own opinions.
- To develop programmes of study and experiences which will enhance student's self-respect and confidence and encourage them to take responsibility for themselves and their actions.
- To provide students with the necessary skills to respond effectively to social, economic and political changes as well as changing patterns of work.
- To develop social skills that are necessary to work successfully with other people both inside and outside of the school environment.
- To equip students for their adult roles in society and help them to understand the responsibilities of being parents, citizens and consumers.
- To encourage appreciation of, and concern for, the environment
- To develop interests and skills that will continue to give personal satisfaction in the use of leisure time.
- To establish partnerships between the school and the community it serves and help to develop an understanding of the wider community and the ways in which individuals and school relate.
- To develop a curriculum which enhances student's knowledge and experience and allows them to learn about themselves and the society in which they live, through a variety of social and moral issues.
- To provide students with the experience of school as a caring, supportive community where life is enjoyable and there is equal provision of opportunity, regardless of gender, race, culture or ability.
- To enable students to make informed choices when considering the development of a healthy and safer lifestyle.
- To give students the confidence to discuss difficult issues by encouraging non-judgmental participation by students and staff.

These values, ethos and aims are taught explicitly through Preparation for Adulthood (P4A) and PSHE as well as through the school's broad and balanced curriculum.



2. Statutory legislation and requirements

2.1 The Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

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

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. From September 2020 it is a requirement for all schools to teach Relationships Education (Primary) and Relationships and Sex Education (Secondary). It is not a requirement for Independent Provisions to teach health education, however at The Lady Byron School we feel that this is important for our students, so therefore health education does form part of our PSHE curriculum.

2.3 Part I of the Schedule to the Education (Independent School Standards) Regulations 2014 requires independent schools other than academies to make provision for PSHE and to prepare students for the opportunities, responsibilities and experiences of life in British society. Part 2 of the Schedule requires independent schools (including academies) to meet the standard relating to the Spiritual, Moral, Social and Cultural development of students.

2.4 In teaching PSHE, schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010.

2.5 Additional documents that inform the school's PSHE policy:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- LBS School Policies, which include, but are not limited too.
 - Child protection/safeguarding
 - Extremism
 - Anti-Bullying
 - Relationships and sex education
 - Online safety
 - Drug education and the management of drug-related incidents



3. Policy development

3.1 This policy will be continuing to be developed and updated as a 'living' document in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the draft policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
- Student consultation – we investigated what exactly students want from their PSHE.

3.2 The Lady Byron School is committed to working closely with parents / carers so they are fully aware of what is being taught and provide additional resources and support, should parents / carers wish.

3.3 Parents will be informed about the policy through the website and can also ask for a copy of the policy and teaching plans by asking the school office to provide them. This will also ensure that parents / carers know when and how we will be teaching PSHE.

3.4 As part of our whole school approach to PSHE, Parent can view materials and resources should they wish by contacting the school office.

3.5 Student voice will be used to review and tailor our PSHE programme to ensure it meets the needs of all our students.

4. Definition of PSHE

Personal, Social, Health and Economic (PSHE) education is a school subject through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. PSHE involves a combination of sharing information and exploring issues and values.

5. PSHE and Autism

5.1 Learners with autism experience significant difficulties with 3 distinct areas:

- Difficulty with social communication
- Difficulty with social interaction
- Difficulty with social imagination



5.2 Learners with autism often also have issues around sensory processing and a lack of awareness of danger. Each of these areas needs to be considered when planning and delivering the curriculum to learners with autism alongside other common characteristics of autism such as:

- difficulties with generalisation
- difficulties with executive functioning
- impairment of theory of mind
- no innate preferences for faces
- poor self-awareness and sense of others
- lack of empathy for others

5.3 As such, PSHE plays a core role in the development of a person with autism. At Lady Byron School we believe that PSHE is a vital part of the education of our learners as the quality of our learner's future is likely to depend on their ability to behave in a socially acceptable manner, have good personal hygiene and interact socially. In light of these autism-specific difficulties some key points to teaching PSHE to students with autism can be seen below and any autism specific issues are highlighted within the 'points to note' section in each unit of work:

- Make learning opportunities concrete and real.
- Supplement teaching with visual aids e.g., videos, props, photographs, pictures, symbols, objects etc.
- Avoid ambiguous language.
- Always teach about 'self' first, before referring to others.
- Reinforce messages and provide plenty of opportunities for generalization.
- Keep language simple and use agreed vocabulary.
- Be specific – provide learners with explanations. Do not presume they will.
- make the link e.g., between a behaviour and emotion.
- Encourage learners to make choices and express their feelings.

6. Equal Opportunities

6.1 Classroom practice and pedagogy will consider students' age, ability, readiness and cultural background and will be adjusted to enable all students to access the learning. We will use PSHE and PSHE education to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and termly surveys. PSHE and PSHE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting one group because of protected characteristics.

6.2 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)



7. Curriculum design and delivery

- 7.1 PSHE is delivered as part of our PSHE and P4A curriculum and is an integral part of daily life at The Lady Byron School. Biological aspects of PSHE are taught within the science curriculum, and other aspects are included in other areas of the curriculum such as citizenship, religious education, ICT and some aspects of literacy. The PSHE Curriculum is delivered by staff in several ways which are detailed in the PSHE policy.
- 7.2 The PSHE curriculum, FBV, SMSC is also embedded through interventions addressing topical issues affecting young people and wider society, assemblies exploring a range of PSHE issues, through involvement in the life of the school and wider community and PSHE through pastoral care.
- 7.3 Our PSHE curriculum is set out in the Appendices, but we may need to adapt it as and when necessary, considering the needs of the students, the community and wider society in general.
- 7.4 PSHE education prepares learners for both their futures and their present day-to-day lives. It is essential that learners have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...' The chosen topics provide a context to progressively expand and enrich concepts and transferable skills.
- 7.5 At Lady Byron School, the Essential Skills as identified by the PSHE Association have been adopted and are built into curriculum teaching Medium Term Plans.
- 7.6 The Planning Framework is organised into six sections:
- Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
 - Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
 - Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour, aspects of Relationships and Sex Education)
 - Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
 - Healthy Lifestyles (Being and keeping healthy, physically and mentally)
 - The World I Live In (Living confidently in the wider world)
- 7.7 Each of the six sections is subdivided into topic areas, there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.
- 7.8 'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that students with SEND may have, as well as helping schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.
- 7.9 We will further develop the curriculum in consultation with parents, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not seek answers online.



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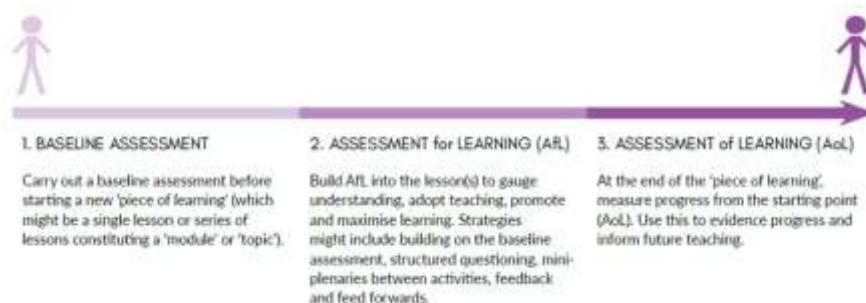
- 7.10 We will ensure PSHE is matched to the needs of our students by considering prior knowledge and experience, views of students / parent and carers as well as individual learning plans and targets.
- 7.11 Our PSHE programme delivered through 1-1 and small group teaching, dependent on the need and level of individual students. The PSHE programme will be taught through a range of teaching methods and interactive activities to ensure active learning. Lessons will be differentiated to ensure students are clear on why, how and what they are learning, again this will be based on individual need.
- 7.12 High quality selected resources, such film clips, guest speakers, books, news articles, internet sites will be used which support and promote understanding within a moral/ values context which underpin the values, aims and ethos of The Lady Byron School.
- 7.13 The school is a member of the PSHE Association <https://www.pshe-association.org.uk/> which provides up to date information on relevant guidance, legislation, schemes of work and resources.
- 7.14 A key resource used as a basis of planning for Sex and Relationships Education is the Fiona Spiers programme: 'Sex & Relationships Education: A visual programme for learners with Autistic Spectrum Disorders or Learning Disabilities'. This is an excellent resource that is useful for learners of all ages; there are units of work suitable for Key Stage 2 learners through to those in Key Stage 5.
- 7.15 For units of work on social communication, friendships and emotional health, The Lady Byron School also use several resources produced by The Autism Education Trust under the title of Tools for Teachers. Tools for Teachers is a practical resource designed to support teachers to work effectively with students on the autism spectrum. It identifies a range of practical tools and resources designed to support classroom success.
- 7.16 Students also receive stand-alone sex education sessions delivered by a trained health professional.
- 7.17 Opportunities are presented for students (where appropriate/possible) to:
- Experience taking and sharing responsibility.
 - Feel positive about themselves and others.
 - Reflect on their perceptions and experiences.
 - Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
 - Carry out or take part in daily personal living routines.
 - Make real decisions (with support where necessary so that they can act upon them).
 - Take part in group activities and make contributions.
 - Develop and maintain positive relationships and interactions with others.
 - Recognise and celebrate their achievements and successes.
- 7.18 It is vital students have the opportunity to explore, recognise and understand the subject content. This will help to ensure students develop the essential skills and attributes identified in the Schemes of Work including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary). Like all children and young people, students with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline



world' from the 'online world'; therefore, all topics should be explored within the context of both.

8 Assessment and Monitoring

- 8.1 Assessment procedures are followed as outlined in the assessment policy. PSHE objectives are assessed and recorded by the classroom teacher. This allows for achievement to be noted, whilst providing guidance for future teaching and learning. Current school policy requires a Key Assessment to be completed per learner, per subject every half term. This assessment is evidence of current achievement levels and can take many forms; photographs/video/pieces of written work. Each Key Assessment is filed in the individual learner's Assessment Folder.
- 8.2 Assessment in PSHE education is especially important to evidence the progress of students and in order to identify future learning needs. For some students this may entail very small steps which are consolidated and reinforced by re-visiting their original learning. Other students may be able to progress through the six stages and manage increasing levels of challenge. The most meaningful model of assessment in PSHE education, ipsative assessment — in which a student's own starting point is the benchmark against which progress is measured, rather than the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing learning in PSHE education.



8.3 Examples of Assessment and Monitoring

- Carrying out a baseline assessment activity at the beginning of each new topic will ensure that the subsequent learning starts where the students are, is matched to their individual needs and allows progress to be demonstrated or measured.
- Examples of activities that lend themselves to baseline and end point assessment are outlined below. These are for guidance only and will be adapted depending on students' specific learning needs and abilities.



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| Baseline activity | Useful for assessing | End point activity to demonstrate progress |
|--|--|---|
| Role play Teacher/adult and pupil(s) take part in role play using: puppets, dolls, costumes. | Skills applied, strategies recalled and deployed. | Repeat role play showing how strategies or skills have been retained/ recalled/developed/used. A role play/conversation on a related but more challenging situation could be used. |
| Responding to a picture, photograph, drawing, film clip, story board, cartoon strip or any other kind of sensory stimuli. | Knowledge, understanding, attitudes, beliefs, strategies. | Photographs could be taken of the pupil's initial physical response or notes made of their verbal response/communication at both the beginning and the end of the lesson. If written down, revisit in a different colour; discuss or write down any changes to their original response as a result of the learning. |
| Graffiti wall/working wall Pupils select from a pool of pictures, images, widgets, photographs and add to their wall. Pupils who are able to write can add their ideas to the wall. | Starting point of an individual pupil or group of pupils' knowledge, understanding, beliefs, questions related to the topic, identifying misconceptions. | Change/move/add more pictures to the arrangement of images originally created. If written work, revisit in a different colour—add, amend, expand, change, discuss or write down any changes in their responses as result of the learning. |
| Draw & write/draw & talk/point & talk Pupils respond in pictures (or pictures and words) to an open-ended, neutral instruction: e.g. draw a healthy person. | Knowledge, understanding, attitudes, beliefs, simple concepts, identifying misconceptions. | Re-visit in a different colour — add, amend, expand. If oral work, repeat same prompts, add in additional information/pictures, ask to justify choices of pictures. |
| Continuum/washing line | Attitudes, beliefs, attributes, identifying misconceptions. | Repeat the activity, asking pupils if they have moved along the continuum (this can be using point and talk, pencil and paper or by asking pupils to physically move along a standing continuum if appropriate) and to give their reasons for doing so; photograph new continuum or washing line positions and compare with photograph of baseline positions. |

8.3 Additional ideas for activities to demonstrate learning at the end of lesson or a series of lessons could include:

- student presentations to the rest of the class or group (prompted/supported by an adult or peer if necessary),
- producing images/pictures/photographs/blogs of students' work for display in the classroom or around the school, or in a large book (these could
- be shared in school newsletters or in an assembly)
- filming/audio recording of students' work when they have demonstrated a particular skill or attribute.

8.4 All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate the nature and extent of progress made. The different methods of gathering evidence of progress set out above can be incorporated into a more formal method of recording attainment if desired by assessing against success criteria.

8.5 A main focus of the PSHE programme is to also address the difficulties experienced by those with an autism diagnosis. Progress within these areas is measured through the Autism Education Trust's Progression Framework. This is a tool to document key achievements in 7 main areas based on the findings of research completed by the Autism Education Trust as commissioned by the Department for Education. These 7 areas relate closely to autism 'differences' as described within other autism research materials, and the impact of these on the learner's social, emotional and learning needs, their independence and community participation.

8.6 The main Progression Framework areas are:

- Social Communication
- Social Interaction
- Social Imagination / Flexibility
- Sensory processing
- Emotional understanding and self-awareness



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- Learning
- Independence and community participation

8.7 The class and support staff contribute to the termly update of each individual learner's Progression Framework. In addition, assessment and achievement is also measured through the completion of the ASDAN Wider Key Skills qualifications.

9. Curriculum Enrichment

9.1 All learners at Lady Byron School have access to many curriculum enriching activities. These activities are offered at regular intervals throughout the term as appropriate and as a regular weekly timetabled activity on a Friday afternoon.

9.2 Enrichment activities include additional sporting activities, along with additional opportunities for work placements, cooking and development of independent learning skills. Skills demonstrated through the enrichment programme are also used as evidence for the individual learners' Progression Framework document

10. Roles and responsibilities

10.1 The Director

The Director will approve the policy and hold the headteacher to account for its implementation.

10.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of PSHE (see section 8).

10.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive and inclusive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of PSHE.
- Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the headteacher.

10.4 Students

Students are expected to engage fully in **PSHE** and, when discussing issues related to **PSHE**, treat others with respect and sensitivity.



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11 Parents' right to withdraw.

- 11.1 Parents have the right to withdraw their children from the non-statutory 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.
- 11.2 Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.
- 11.3 A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.
- 11.4 Alternative work will be given to students who are withdrawn from sex education.

12 Training

- 12.1 Staff will be trained on the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar.
- 12.2 The school will also invite visitors from outside the school, such as school nurse or sexual health professionals, to provide support and training to staff teaching PSHE.

13 Monitoring, reporting and Evaluation.

- 13.1 The delivery of PSHE is monitored by several leadership staff, including – but not limited to:
 - The Designated Safeguarding Lead (The Headteacher)
 - The Director
- 13.2 Students' development in PSHE is monitored by class teachers and class LSA's as part of our internal assessment systems.
- 13.3 The School's usual systems for QA will be employed to ensure that the delivery of PSHE and PSHE is of a high quality and appropriate to the needs of the students.
- 13.4 This policy will be reviewed by the Deputy Headteacher (Pastoral) annually. At every review, the policy will be approved by the board of Trustees.
- 13.5 Methods of assessment:**
- 13.6 Teaching staff will assess students' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about students' progress.
- 13.7 Students will be encouraged to review and reflect on their own learning before, during and after lessons and will be given several baseline activities which will then be revisited at the end of topics so learning can be assessed.



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13.8 Student voice will be influential in adapting and amending PSHE planning to ensure it is fit for purpose.

13.9 We also use PSHE Assessment Grids for each section identify learning outcomes for each topic area in progressive stages, starting with the first stage, 'Encountering', through to the final stage, 'Enhancement'. Each column builds on the one before, assumes that the student has met the previous column's outcomes, and in some cases introduces new or additional learning in successive columns.

| Encountering | Foundation | Core | Development | Enrichment | Enhancement |
|--|-----------------------|-------------------------------|--------------------------------------|--------------------------------------|---|
| effective engagement in the learning process | underpinning learning | fundamental learning elements | increasing understanding of learning | deepening of application of learning | applying learning in different contexts |

14 Safeguarding

14.1 PHSE often draws on students' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PHSE and PSHE will ensure the students, who indicate they may be at risk, get appropriate support by liaising with the appropriate team and adhering to the School's Child Protection and Safeguarding Policy

14.2 Confidentiality

Students will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14.3 Services available to students

Students and parents/carers are made aware of interventions, counselling and information services both in and out of school and offered appropriate support.

14.4 Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and ensure they follow all the steps and detailed in The Lady Byron School Safeguarding and Child Protection policy.

14.5 Visitors/external agencies which support the delivery of PSHE will be required to adhere to protocol detailed in the safer recruitment policy - 'volunteers.'

15 Safe and Effective Practice

15.1 The Lady Byron School will ensure a safe learning environment by

- Students and staff agreeing ground rules.



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- Students having opportunities to work 1-1 and in small groups.
- Students having access to reliable and balanced information of differing views.
- Staff being conscious of expressing their own views.
- Staff and students being sensitive to needs and experiences of others.
- Ensuring safeguarding is always at the fore front.
- Students will be able to raise questions anonymously by use of 'ask it basket'.

16. Policy Review

16.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

16.2 The Head Teacher DSL, and Director will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

16.3 This policy was last reviewed in September 2022.

17. Version History

| Version Number | Point Number | Amendment |
|----------------|--------------|--|
| 2 | 12 | Addition of Safe and Effective wording |
| | | |



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Appendix 1: Curriculum links

LADY BYRON SCHOOL PRIMARY PSHE EDUCATION - LONG-TERM OVERVIEW

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|--------|--|--|---|---|--|--|---|--|--|
| | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Year 1 | Roles of different people, families, feeling cared for | Recognising privacy, staying safe, seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise, hygiene routines, sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| Year 3 | What makes a family; features of family life | Personal boundaries; safety responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Positive friendships, including online | Responding to hurtful behaviour; managing conflict; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; saving and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life |
| Year 5 | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types; their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations; including responding in emergencies; first aid and FGM |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view; including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

LBS SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

| | Autumn 1 Relationships | Autumn 2 Relationships | Spring 1 Living in the wider world | Spring 2 Living in the wider world | Summer 1 Health & wellbeing | Summer 2 Health & wellbeing |
|---------|------------------------------------|--|---|---|---|------------------------------|
| | Diversity | Building relationships | Developing skills and aspirations | Financial decision making | Transition and safety | Health and puberty |
| Year 7 | Diversity, prejudice, and bullying | Self-worth, romance and friendships (including online) and relationship boundaries | Careers, teamwork and enterprise skills, and taking aspirations | Saving, borrowing, budgeting and making financial choices | Transition to secondary school and personal safety in an health, puberty, and outside school, including unwanted contact, and FGM first aid | Healthy routines, influences |
| Year 8 | Discrimination | Identity and relationships | Community and careers | Digital literacy | Drugs and alcohol | Emotional wellbeing |
| Year 9 | Respectful relationships | Intimate relationships | Setting goals | Employability skills | Peer influence, substance use and gangs | Healthy lifestyle |
| Year 10 | Healthy relationships | Addressing extremism and radicalisation | Financial decision making | Work experience | Mental health | Exploring influences |
| Year 11 | Communication in relationships | Families | Next steps | | Building for the future | Independence |



Appendix 2: By the end of primary school:

Relationships Education

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| Families and people who care for me | <p>Students should know.</p> <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 | <p>Students should know.</p> <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. |



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| | <ul style="list-style-type: none">• 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. |
| Respectful relationships | <p>Students should know.</p> <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.• Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.• 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. |



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| Online Relationships | <p>Students should know.</p> <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. |
| Being safe | <p>Students should know.</p> <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/ |



Physical Health and Mental Wellbeing

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| | <p>Students should know.</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community, participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
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| Internet Safety and Harms | <p>Students should know.</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online. |
| Physical Health and Fitness | <p>Students should know.</p> <ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle.• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• the risks associated with an inactive lifestyle (including obesity).• how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy Eating | <p>Students should know.</p> <ul style="list-style-type: none">• what constitutes a healthy diet (including understanding calories and other nutritional content).• the principles of planning and preparing a range of healthy meals.• the characteristics of a poor diet and risks associated with unhealthy |



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| | eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | Students should know. <ul style="list-style-type: none">• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and Prevention | Students should know. <ul style="list-style-type: none">• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.• the facts and science relating to allergies, immunisation and vaccination. |
| Basic First Aid | Students should know: <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.• concepts of basic first aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | Students should know: <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle. |



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Appendix 3: By the end of secondary school:

Relationships and Sex Education (PSHE)

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

| | |
|---|---|
| Families | Students should know. <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.• 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. |
| Respectful relationships including friendships | Students should know. <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, |



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| | <p>reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none">• 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. |
| Online and media | <p>Students should know.</p> <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. |



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| | <ul style="list-style-type: none">• 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 | <p>Students should know.</p> <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). |
| Intimate and sexual relationships, including sexual health | <p>Students should know.</p> <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 and menopause.• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.• that they have a choice to delay sex or to enjoy intimacy without sex. |



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| | <ul style="list-style-type: none">• 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. |
|--|--|

Physical Health and Mental Wellbeing

| | |
|----------------------------------|--|
| Mental Wellbeing | Students should know. <ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others.• how to recognise the early signs of mental wellbeing concerns.• common types of mental ill health (e.g., anxiety and depression).• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |
| Internet Safety and Harms | Students should know. <ul style="list-style-type: none">• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.• how to identify harmful behaviours online (including bullying, |



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| | abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. |
| Physical Health and Fitness | Students should know. <ul style="list-style-type: none">• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.• about the science relating to blood, organ and stem cell donation |
| Healthy Eating | Students should know. <ul style="list-style-type: none">• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer |
| Drugs, alcohol and tobacco | Students should know. <ul style="list-style-type: none">• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.• the law relating to the supply and possession of illegal substances.• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.• the physical and psychological consequences of addiction, including alcohol dependency.• awareness of the dangers of drugs which are prescribed but still present serious health risks.• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. |
| Health and Prevention | Students should know. <ul style="list-style-type: none">• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.• (late secondary) the benefits of regular self-examination and screening.• the facts and science relating to immunisation and vaccination.• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn |
| Basic First Aid | Students should know: <ul style="list-style-type: none">• basic treatment for common injuries.• life-saving skills, including how to administer CPR• the purpose of defibrillators and when one might be needed |
| Changing adolescent body | Students should know: <ul style="list-style-type: none">• key facts about puberty, the changing adolescent body and menstrual wellbeing.• the main changes which take place in males and females, and the implications for emotional and physical health. |



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Appendix 4: How the six strands Relate to The PSHE Association Programme of Study

| PSHE Association Programme of Study Key stages 1 and 2 | | PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2 | |
|---|--|--|--|
| CORE THEME 1: Health and Wellbeing | Healthy Lifestyles (physical wellbeing) | STRANDS | Healthy Lifestyles |
| | Mental health | | Managing Feelings |
| | Ourselves, growing and changing | | Changing and Growing: Self-Awareness |
| | Keeping safe | | Self-Care, Support and Safety |
| | Drugs, alcohol and tobacco | | Healthy Lifestyles |
| CORE THEME 2: Relationships | Families and close positive relationships | STRANDS | Self-Awareness; Changing and Growing |
| | Friendships | | Self-Awareness; Managing Feelings |
| | Managing hurtful behaviour and bullying | | Self-Awareness; The World I Live In |
| | Safe relationships | | Self-Care, Support and Safety |
| | Respecting self and others | | Self-Awareness; The World I Live In |
| CORE THEME 3: Living in the Wider World | Shared responsibilities | STRANDS | The World I Live In |
| | Communities | | The World I Live In |
| | Media literacy and digital resilience | | The World I Live In; Self-care, Support and Safety |
| | Economic wellbeing: Money | | The World I Live In |
| | Economic wellbeing: Aspirations, work and career | | The World I Live In; Self-Awareness |

| PSHE Association Programme of Study Key stages 3 and 4 | | PSHE education Planning Framework for Pupils with SEND Key stages 3 and 4 | |
|---|--|--|--|
| CORE THEME 1: Health and Wellbeing | Self-concept | STRANDS | Self-Care, Support and Safety |
| | Mental health and emotional wellbeing | | Managing Feelings |
| | Healthy Lifestyles | | Healthy Lifestyles; Self-Care, Support and Safety |
| | Health-related decisions | | Healthy Lifestyles |
| | Drugs, alcohol and tobacco | | Healthy Lifestyles; Self-Care, Support and Safety |
| | Managing risk and personal safety | | Self-Care, Support and Safety |
| | Puberty and sexual health | | Changing and Growing |
| | Sexual health and identity | | Changing and Growing |
| CORE THEME 2: Relationships | Positive relationships | STRANDS | Changing and Growing |
| | Relationship values | | Changing and Growing |
| | Forming and maintaining respectful relationships | | Managing Feelings |
| | Consent | | Self-Care, Support and Safety; Managing Feelings; Changing and Growing |
| | Contraception and parenthood | | Changing and Growing |
| | Bullying, abuse and discrimination | | Changing and Growing |
| CORE THEME 3: Living in the Wider World | Social influences | STRANDS | Self-Awareness; The World I Live In |
| | Learning skills | | Self-Awareness |
| | Choices and pathways | | Self-Awareness |
| | Work and career | | Self-Awareness |
| | Employment rights and responsibilities | | Self-Awareness |
| | Financial choices | | Self-Awareness |
| | Media literacy and digital resilience | | Self-Care, Support and Safety; Healthy Lifestyles; The World I Live In |



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Appendix 5: How planning maps against The DFE Statutory Guidance for Relationships Education, RSE And Health Education

| Topic | Content grids from the DFE statutory guidance: Relationships Education (Primary) | PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 |
|-------------------------------------|---|--|
| | By the end of primary school <u>pupils should know:</u> | Section and row references: |
| Families and people who care for me | <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability, | Self-Awareness: SA4 |
| | <ul style="list-style-type: none"> 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. | Self-Awareness: SA4, SA5 Changing and Growing: CG4 |
| | <ul style="list-style-type: none"> 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. | Changing and Growing: CG4 Self-Awareness: SA5 |
| 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. | Self-Awareness: SA4 |
| | <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | Self-Awareness: SA5 |
| | <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | Self-Awareness: SA5 |
| | <ul style="list-style-type: none"> 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. | Self-Awareness: SA4, SA5 |
| | <ul style="list-style-type: none"> 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. | Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3 |
| 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. | Self-Awareness: SA3 |
| | <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. | Self-Awareness: SA3 Managing Feelings: MF2 |
| | <ul style="list-style-type: none"> the conventions of courtesy and manners. | Self-Awareness: SA3 |

| | | |
|---|---|--|
| Respectful relationships (continued...) | <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness | Self-Awareness: SA4, SA5 |
| | <ul style="list-style-type: none"> 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. | Self-Awareness: SA2 |
| | <ul style="list-style-type: none"> 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. | Self-Awareness: SA2 The World I Live In: WIL1 |
| | <ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. | The World I Live In: WIL1 |
| | <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. | Changing and Growing: CG1 |
| Online relationships | <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. | Self-Care, Support and Safety: SSS4 |
| | <ul style="list-style-type: none"> 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. | Self-Care, Support and Safety: SSS4 |
| | <ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | Self-Care, Support and Safety: SSS4 Self-Awareness: SA2 |
| | <ul style="list-style-type: none"> how information and data is shared and used online. | Self-Care, Support and Safety: SSS4 |
| | <ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. | Self-Care, Support and Safety: SSS2, SSS3, SSS4 |
| 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). | Self-Care, Support and Safety: SSS3 |
| | <ul style="list-style-type: none"> 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. | Self-Care, Support and Safety: SSS3 |
| | <ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | Self-Care, Support and Safety: SSS5 Changing and Growing: CG3 |
| | <ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. | Self-Care, Support and Safety: SSS2, SSS3 |
| | <ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. | Self-Care, Support and Safety: SSS3, SSS4 |
| | <ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. | Self-Care, Support and Safety: SSS2, SSS4 |



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| Being safe | <ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. | Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2 |
| | <ul style="list-style-type: none"> where to get advice (e.g. family, school and/or other sources). | Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3 |

HEALTH EDUCATION PRIMARY

| Topic | Content grids from the DfE statutory guidance: Health Education (Primary) | PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 |
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| | By the end of primary school <u>pupils should know:</u> | Section and row references: |
| Mental wellbeing | <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. | Managing Feelings: MF1 |
| | <ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. | Managing Feelings: MF1 Self-Care, Support and Safety: SSS2 |
| | <ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | Managing Feelings: MF1, MF3 |
| | <ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2 |
| | <ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | Healthy Lifestyles: HL2 |
| | <ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | Managing Feelings: MF2 |
| | <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. | Self-Awareness: SA2 |
| | <ul style="list-style-type: none"> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | Self-Care, Support and Safety: SSS3 |
| | <ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | Relationships: Managing Feelings: MF1 |
| Internet safety and harms | <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. | Self-Care, Support and Safety: SSS4 |
| | <ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4 |

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| Internet safety and harms | <ul style="list-style-type: none"> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. | Self-Care, Support and Safety: SSS3, SSS4 |
| | <ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. | Self-Care, Support and Safety: SSS4 |
| | <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | Self-Awareness: SA2 Self-Care, Support and Safety: SSS4 |
| | <ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | Self-Care, Support and Safety: SSS2 (Secondary framework) |
| | <ul style="list-style-type: none"> where and how to report concerns and get support with issues online. | Self-Care, Support and Safety: SSS4 |
| Physical health and fitness | <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. | Healthy Lifestyles: HL2 |
| | <ul style="list-style-type: none"> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. | Healthy Lifestyles: HL3 |
| | <ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). | Healthy Lifestyles: HL2 |
| | <ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. | Healthy Lifestyles: HL3 |
| Healthy eating | <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). | Healthy Lifestyles: HL1 |
| | <ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. | Healthy Lifestyles: HL1 |
| | <ul style="list-style-type: none"> 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). | Healthy Lifestyles: HL1 |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | Healthy Lifestyles: HL3 |



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| Health and prevention | <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. | Healthy Lifestyles: HL3 |
| | <ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | Healthy Lifestyles: HL2 |
| | <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | Healthy Lifestyles: HL2 |
| | <ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. | Self-Care, Support and Safety: SSS1 |
| | <ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. | Healthy Lifestyles: HL1 |
| | <ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. | Healthy Lifestyles: HL1, HL3 |
| Basic first aid | <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. | Self-Care, Support and Safety: SSS2 |
| | <ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. | Self-Care, Support and Safety: SSS2 |
| Changing adolescent body | <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | Changing and Growing: CG2 |
| | <ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. | Changing and Growing: CG2 |

RELATIONSHIPS AND SEX EDUCATION SECONDARY

| Topic | Content grids from the DfE statutory guidance: Relationships and Sex Education (Secondary) By the end of secondary school pupils should know: | PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references: |
|--|---|---|
| Families | <ul style="list-style-type: none"> that there are different types of committed, stable relationships. | Changing and Growing: CG4, CG5 |
| | <ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children. | Changing and Growing: CG3 |
| | <ul style="list-style-type: none"> 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). | Changing and Growing: CG5 |
| | <ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into. | Changing and Growing: CG5 |
| | <ul style="list-style-type: none"> the characteristics and legal status of other types of long-term relationships. | Changing and Growing: CG3, CG5 |
| | <ul style="list-style-type: none"> the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting. | Changing and Growing: CG5 |
| | <ul style="list-style-type: none"> how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. | Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6 |
| Respectful relationships including friendships | <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (both on and offline) 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. | Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1 |
| | <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships | Self-Awareness: SA3, SA5 Changing and Growing: CG3 |
| | <ul style="list-style-type: none"> 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). | Self-Awareness: SA3 |



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| | <ul style="list-style-type: none"> 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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs. | Self-Awareness: SA3 |
| | <ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. | Self-Awareness: SA4 |
| | <ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. | Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3 |
| | <ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. | Changing and Growing: CG3 |
| | <ul style="list-style-type: none"> 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. | The world in which I live: WIL1 |
| 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. | Self-Care, Support and Safety: SSS2 |
| | <ul style="list-style-type: none"> 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. | Self-Care, Support and Safety: SSS3, SSS6 |
| | <ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. | Self-Care, Support and Safety: SSS6 |
| | <ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. | Self-Care, Support and Safety: SSS2, SSS4, SSS6 |
| | <ul style="list-style-type: none"> the impact of viewing harmful content. | Self-Care, Support and Safety: SSS2 Changing and Growing: CG4 |
| | <ul style="list-style-type: none"> that specifically sexually explicit material (e.g. pornography) often 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. | Changing and Growing: CG4 Self-Care, Support and Safety: SSS6 |
| | <ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. | Self-Care, Support and Safety: SSS6 |
| | <ul style="list-style-type: none"> how information and data is generated, collected, shared and used online (partly). | Self-Care, Support and Safety: SSS2 |
| 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. | Self-Care, Support and Safety: SSS2 Changing and Growing: CG4 |

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| ... | <ul style="list-style-type: none"> 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). | Changing and Growing: CG4 |
| 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. | Changing and Growing: CG3, CG4 |
| | <ul style="list-style-type: none"> 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). | Healthy Lifestyles: HL1 |
| | <ul style="list-style-type: none"> the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. | Changing and Growing: CG4 |
| | <ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. | Changing and Growing: CG4 Self-Care, Support and Safety: SSS1 |
| | <ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex. | Changing and Growing: CG4, CG5 |
| | <ul style="list-style-type: none"> the facts about the full range of contraceptive choices, efficacy and options available. | Changing and Growing: CG4 |
| | <ul style="list-style-type: none"> 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). | Changing and Growing: CG5 |
| | <ul style="list-style-type: none"> 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. | Changing and Growing: CG4 |
| | <ul style="list-style-type: none"> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. | Changing and Growing: CG4 |
| | <ul style="list-style-type: none"> how the use of alcohol and drugs can lead to risky sexual behaviour. | Changing and Growing: CG4 |
| | <ul style="list-style-type: none"> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. | Changing and Growing: CG4 |



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HEALTH EDUCATION SECONDARY

| Topic | Content grids from the DfE statutory guidance: Health Education (Secondary) | PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 |
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| | By the end of secondary school <u>pupils should know:</u> | Section and row references: |
| Mental wellbeing | • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. | Self-Awareness: SA1, SA2 Managing Feelings: MF2 |
| | • that happiness is linked to being connected to others. | Managing Feelings: MF2 |
| | • how to recognise the early signs of mental wellbeing concerns | Self-care, support and Safety: SSS1 Healthy Lifestyles: HL2 |
| | • common types of mental ill health (e.g. anxiety and depression). | Self-care, support and Safety: SSS1 |
| | • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. | Self-Awareness: SA1 |
| | • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. | Healthy Lifestyles: HL2, HL3 |
| Internet safety and harms | • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. | Healthy Lifestyles: HL5 Self-care, support and Safety: SSS7 |
| | • 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. | Self-care, support and Safety: SSS4, SSS6 |
| Physical health and fitness | • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. | Healthy Lifestyles: HL1, HL2 |
| | • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. | Healthy Lifestyles: HL1 |
| Healthy eating | • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. | Healthy Lifestyles: HL4 |

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| Drugs, alcohol and tobacco | • the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions | Healthy Lifestyles: HL6, HL7 |
| | • the law relating to the supply and possession of illegal substances. | Healthy Lifestyles: HL7 |
| | • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. | Healthy Lifestyles: HL7 |
| | • the physical and psychological consequences of addiction, including alcohol dependency. | Healthy Lifestyles: HL7 |
| | • awareness of the dangers of drugs which are prescribed but still present serious health risks. | Healthy Lifestyles: HL6 |
| | • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. | Healthy Lifestyles: HL7 |
| Health and prevention | • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. | Self-care, support and Safety: SSS4 |
| | • about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist. | Healthy Lifestyles: HL1 |
| | • (late secondary) the benefits of regular self-examination and screening. | Self-care, support and Safety: SSS1 |
| | • the facts and science relating to immunisation and vaccination. | Self-care, support and Safety: SSS1 |
| | • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. | Healthy Lifestyles: HL1 |
| Basic first aid | • basic treatment for common injuries (partly). | Self-care, support and Safety: SSS4 |
| | • life-saving skills, including how to administer CPR (partly). | Self-care, support and Safety: SSS4 |
| | • the purpose of defibrillators and when one might be needed (partly). | Self-care, support and Safety: SSS4 |
| Changing adolescent body | • key facts about puberty and the changing adolescent body and menstrual wellbeing. | Changing and Growing: CG1 |
| | • the main changes which take place in males and females, and the implications for emotional and physical health. | Changing and Growing: CG1 |



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Appendix 6: Parental consent to withdraw student from RSE.

| TO BE COMPLETED BY PARENTS | | | |
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| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| | |