

## PSHEE, RSE & SMSC Education Policy



**Should be read in conjunction with Promotion of British Values  
and Prevention of Radicalisation Policy**

UPDATED BY	DATE OF ISSUE	NEXT REVIEW DATE
Senior Deputy Head, Pastoral	September 2024	September 2025

At South Hampstead High School, education of the whole pupil is fundamental to all aspects of our provision. Consideration of the health, happiness and wellbeing of individuals is given in all lessons and activities throughout the school. Education on aspects of a Personal, Social, Health and Economic education (PSHEE) syllabus, are delivered in a multitude of ways throughout the school. It is important that pupils understand that topics of personal development are not isolated to a specific lesson each week, but run like threads throughout their time in school and their lives outside of school.

The overall objectives of the PSHEE programme at South Hampstead are:

- Enhance students' self-awareness, self-esteem, self-confidence, aspiration and happiness
- Equip students with the skills and resilience to cope with life's challenges and the confidence to know when and where to ask for help if they feel they need more support
- Equip students with the knowledge and understanding to make informed life choices on issues that are likely to arise – this includes the areas of physical and mental health, physical safety and online safety, relationships, financial planning and understanding of the legal and political structures of the United Kingdom
- Empower pupils to think deeply, critically and independently about issues for which a 'right' answer may not be immediately obvious
- Encourage pupils to ask questions and seek information to support good decision making and opinion forming
- Help pupils to develop their own moral codes and values and to recognise the consequences of their own (and others') actions
- Inspire pupils to be moral ambassadors, embracing Fundamental British Values, respecting the rights and freedoms of all individuals and understanding the responsibilities of every citizen to play a role in contributing to and upholding the values of a just society

### **Structure / delivery**

The PSHEE programme is delivered primarily through weekly lessons on the timetable. In KS3, this programme is called 'Launchpad' and lessons are 70-minutes per week. In KS4 and KS5, the programme is called 'Perspectives'. In KS4, pupils are taught in 35-minute lessons each week and in KS5, teaching is done via form times, assemblies and the speaker programme. All Launchpad and Perspectives lessons are taught by specialist staff who have a particular interest in supporting students outside the academic curriculum and who work together and are trained to deliver the PSHEE programme effectively.

Themes and topics in the programme are also delivered in a variety of other ways throughout the school. These include whole-school assemblies, year-group assemblies, lunchtime events, Wellness Week and form-time activities.

Visiting speakers and outside organisations are used, when appropriate, to deliver content and run workshops on specific topics. This helps to vary the programme for students so they get messages from a variety of sources and taps into the expertise of individuals and institutions who do focused work and offer high level of specialised knowledge and experience.

Lessons in the PSHEE programme use a variety of teaching methods. Sometimes there is a lot of information to share with students, much of which they may not have encountered before. As much as possible, lessons are designed to allow students to reflect, independently and with each other, to explore their views and how they can use their understanding to best effect. Video clips are used, when they can assist learning, as are some worksheet-type activities, though writing in PSHEE is kept to a minimum; task involving writing tend to be those that consolidate thinking or peer conversations into ideas represented on a page. Students may be given hand-outs to keep, in the case of information we think students would like to refer back to or resources they may wish to access.

## **The right learning environment**

PSHEE lessons explore topics that are potentially sensitive, sometimes controversial and may touch on areas of students' personal lives unknown to the teacher or their peers. For this reason, it is vital that a secure and supportive learning environment is established. Students need to feel that thoughts or feelings they share within the lesson will be respected and that they can express their opinions without attracting negative feedback.

Teachers of Launchpad and Perspectives lesson remind students regularly of the ground rules for classroom discussions: students must behave respectfully toward each other, not pass on confidential information that is shared and not judge each other for having a different opinion to their own. They also must not 'out' each other if they think something should be shared that hasn't been. Students should never feel under pressure, from the teacher or their peers, to share information they are not comfortable sharing.

In delivering PSHEE lessons, teachers must think carefully about discussions that are best left discussed privately between peers and those that should be discussed more openly as a class. Teachers must also judge carefully the degree to which they share their personal views, considering the moral implications of doing so and ensuring that students are well informed so as to form their own opinions.

## **Guidance on handling sensitive and controversial issues**

The law relating to teaching about controversial issues is contained in the Education Act 1996. Section 406 requires school governing bodies, Head Teachers and local authorities to forbid the promotion of partisan political views and to forbid the pursuit of partisan political activities by students under 12. Section 407 requires them to take all reasonably practicable steps to make sure that where political or controversial issues are brought to students' attention, a balanced presentation of opposing views is offered. If anyone thinks that a school is not complying with these requirements, they can make a formal complaint using the complaints procedure.

Sensitive and controversial issues are certain to arise. Students should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion. Indeed, discussion of such issues provides an opportunity for students to learn how to recognise bias by evaluating evidence and the perspective of opinion holders.

Whilst there is a need for teachers to present a balanced view and offer students different perspectives, this should not inhibit teachers taking a clear stand on issues of racism, homophobia and other forms of discrimination as well as extremist views or those supporting violence. The school's values should be upheld in Launchpad and Perspectives lessons, as in any other lessons in the school, and topics should be explored firmly within the context of those values.

## **Guidance on confidentiality**

Students could make personal disclosures, either in class or to individual teachers. For example, they may disclose that they or their friends or relatives are using drugs, are engaging in illegal activity or have been abused. In any of these cases, the school's Safeguarding and Child Protection procedures must be followed.

It may also be necessary, if the disclosure happened in front of the class, to address the class or individuals in the class, specifically on the importance of respecting that student's right to confidentiality so as to head off rumours being spread or that student feeling scrutinised by their peers.

## **Syllabus**

There is an overarching scheme of work, setting out the topics covered and in which year group. This acts as a framework within which the Head of PSHEE plans, in conjunction with the Head of Year, the more detailed lesson plans for the year group. (The overarching SoW is included here; the detailed SoWs, by year group, are on the school network.) Both documents are considered working documents, always being updated and refined. The

needs of pupils will change and the environment around them changes. It is vital that PSHEE schemes of work are always being reviewed and revised to ensure the best possible provision for pupils in their current and future lives.

Year group schemes of work include detailed lesson guidance and the Head of Year circulates a lesson plan ahead of each lesson. Teachers are encouraged not to stray very far from the plan presented, so as to ensure consistent delivery across the year group, but they also afforded autonomy to work within the lesson plan in a way that matches their own teaching style and the needs of their particular pupils. Teachers should not use the slides exclusively; the lesson should not be comprised of simply reading information from the slides. They should form the backdrop for learning, being used flexibly as an aid to support a dynamic lesson.

See Appendix A for the current overview of the scheme of work.

Many themes in PSHEE are learned and explored through work done in academic subjects. Examples are included in Appendix C. The PSHEE learning done in academic subjects is not incidental; it forms a vital and integral part in the whole-school approach to PSHEE and it is reviewed regularly, alongside the PSHEE curriculum.

### **Monitoring the effectiveness of PSHEE (including RSE outlined below)**

We do not formally assess PSHEE through end-of-year examinations or termly testing but the learning of pupils is assessed in less formal ways, such as:

- Pupil questionnaires and surveys
- Pupil questioning
- Pupil quizzes

The impact and effectiveness of PSHEE is also effectively measured through careful monitoring of:

- The general behaviour and attitudes of students
- Bullying and other behaviour data
- Safeguarding and welfare data
- Regular, informal feedback on and evaluation of the programme by tutors and pupils
- School Council and other pupils focus groups
- Pupil participation in co-curricular and community-based activities
- Discussions with relevant staff: e.g. Nurse, School Counsellors, HoYs, DSLs

### **Relationship & Sex Education (RSE) – included in the PSHEE Education Curriculum**

Relationships Education teaches the building blocks of positive relationships, focusing on friendships, family relationships, relationships with other peers and adults and relationships with romantic or intimate partners. Sex Education involves learning sex, sexuality and sexual health.

We aim to help pupils to acquire knowledge, to develop values and decision-making skills, and to form positive and responsible beliefs, behaviours and attitudes. For our younger pupils (Launchpad) it is developmental and lays the foundations for further work; for our older pupils it forms an important part of their individual journeys through adolescence to adulthood. We aim to make the RSE curriculum relevant to all our students, regardless of sexual orientation.

In the Senior School, RSE is delivered primarily through the Launchpad and Perspectives programmes, but aspects will also be addressed through curriculum lessons, assemblies, form times and other school activities.

Pupils will be encouraged to develop **healthy attitudes, values and behaviours** by:

- Learning the importance of developing individual values and listening to and valuing one's inner voice
- Learning the value of mutual respect, love and consideration for the perspectives of others in relationships
- Exploring moral dilemmas and developing critical thinking as part of practising decision-making

- Recognising the value of stable and loving relationships for the nurture of children, understanding that there are different types of families that can provide a loving environment

Pupils will be encouraged to develop **personal and social skills** by:

- Practising self-respect, empathy and consideration for others
- Learning to manage emotions individually and when relating to others
- Being able to communicate about sexual matters with confidence and dignity and feeling empowered always to have the right to give or not to give consent to sexual activity
- Learning to make choices based on an understanding of difference and with an absence of prejudice e.g. sexism and homophobia
- Understanding how issues of gender and sexuality can have an impact on mental health
- Managing conflict and learning how to recognise and avoid exploitation and abuse

Pupils will be encouraged to develop the **appropriate knowledge and understanding** by:

- Knowing relevant laws and understanding an individual's rights, particularly as it relates to consent
- Learning about physical and mental development at appropriate stages including the effects of puberty and understanding how this may affect decisions and their consequences
- Learning about reproduction, sexuality, sexual orientation, sexual health and emotions
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning about sexually transmitted infections, their transmission and prevention and sources of support

Themes relevant to RSE are also explored through some academic curricula. These are outlined in the Appendix C.

### **Continuity of provision between the Junior and Senior Schools**

The PSHEEE co-ordinator in the Junior School and the Head of PSHEEE in the Senior School meet termly to review the scheme of work to ensure that there is continuity and progression between the two schools, developing a spiral curriculum. In addition to this, the co-ordinators discuss any common issues or trends emerging in certain year groups and adapt the scheme of work so that it addresses the needs of all girls in both the Junior and Senior schools.

With new intake of pupils in Years 3 and 7, certain objectives are re-visited to ensure that all pupils have the knowledge and understanding of the topics covered. E.g. NSPCC PANTS lessons are re-visited in Year 3 and Puberty is taught in Years 5 and revisited in Year 7.

<b>Topic</b>	<b>Year Groups covered KS2/KS3</b>
<b>Relationships</b>	
Different types of families and features and characteristics of healthy family life	6, 7
Importance of friendships, what makes a good friendship and that friendships can change over time	5, 7, 10
Consent, boundaries in relation to physical situations	5, 8, 9, 10, 11
Cyber bullying	6, 7, 8 (mobile phone behaviour)
Sexuality and gender	6, 8, 9, 10
<b>Health and Wellbeing</b>	
Puberty	4, 5, 7, 9
Healthy Eating	5, 7, 8

Sleep and Exercise	5, 7, 8
Medicine, Alcohol, Drugs – more detail in Year 8 about drugs – increasing knowledge and the ability to make healthy choices in relation to drugs, smoking and vaping	6, 7, 8, 9, 10, 11
Mental Health 7 – what good mental health looks like, ways to stay positive, how mental health can change, what we do when things go wrong (stress bucket) 5 – importance of taking care of mental health, recognising warning signs and how to seek support (trusted adults), strategies to support mental health and importance of help and support	5, 7- 11
Growth Mindset/Positive Perspectives	5, 6, 7, 8, 9
Self esteem and body image 5 – self worth Body image covered in 2022 with Year 6 as this came up in worry box/contact from parent and two specific lessons delivered as result	5, 7, 8, 10
Transitions, exams, study habits 6 – transition to Senior School 7 & 8 – time management, revision and study skills	6, 7, 8, 9, 10
<b>Living in the Wider World</b>	
Money	5, 7,9-11
Mobile phones, digital awareness, internet safety	5, 6, 7, 8, 9
Diversity and discrimination	5, 6, 7, 8, 10
Jobs and careers	6, 7, 8, 9

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence; however, teachers can never promise unconditional confidentiality to a pupil. Indeed, if a teacher feels that a pupil is going to tell them something significant, or if a pupil requests in advance that nobody else be told, the member of staff needs to stress to the child that this may not be possible. If a pupil makes a reference to having been involved in under-aged sexual activity or if a pupil indicates that they may have been a victim of abuse, the teacher will take the matter very seriously and report the matter immediately to the Designated Safeguarding Lead.

### **Answering Difficult Questions**

Sometimes a pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly or immediately, and if a teacher is uncomfortable with the nature of a question, they should decline to answer it at the time or even at all, although a child should never be made to feel uncomfortable for having asked a question. The anonymous writing of questions to be answered at random by the teacher can overcome some of these situations. Teachers should also be aware that, in order to respond to the demands of pupils with specific special educational needs, they may need to plan work in different ways or be more explicit in their explanations.

### **Religious Views**

As part of the sex education programme issues of contraception, HIV/AIDS and sexuality are addressed. Facts are presented in an objective and balanced way. Pupils will be made aware of the difference between fact, opinion and religious belief.

### **The Role of Parents and Guardians**

Pupils are encouraged to appreciate the qualities of healthy relationships and family life with an emphasis on respect, care and support. The School is aware that the primary role in children's sex education lies with parents and guardians. We wish to build a positive and supporting relationship with parents/guardians through mutual understanding, trust and co-operation. In promoting this objective we aim to:

- Seek input from parents about the content and delivery of the RSE curriculum
- Answer any questions that parents/guardians may have about the sex education of their child
- Take seriously any issue that parents raise about the guidance document or the arrangements for RSE in the school
- Deal with sensitive issues and questions arising from the programme of study and deal with them as honestly as possible

*We work hard to ensure that our RSE programme is culturally sensitive and appropriate. Under the Children and Social Work Act 2017, parents have the right to withdraw their child from all or part of the formal Sex Education programme, but they are not allowed to withdraw their child from Relationship Education or Health Education (including puberty and menstruation). If a parent wishes their child to be withdrawn from sex education lessons, they should first discuss this with the relevant Head of Year, clarifying what will be taught and which aspects they wish their child withdrawn from. Parents are then asked to write a letter to the Head, formally requesting permission for this to happen. The Head will likely discuss the concerns of the parent before granting the withdrawal. If the parent still wishes to have their child withdrawn from Sex Education, the School will comply with the wishes of parents up to and until three terms before the child's 16<sup>th</sup> birthday (which is generally during Year 11). After that time, the pupil's wishes will determine whether or not they attend RSE lessons. This is in keeping with DfE statutory guidelines. Should a parent wish to remove their child from the sex education programme, that pupil cannot take part in the sex education programme until the request for removal has been cancelled, by parents, in writing or until three terms before the child's 16<sup>th</sup> birthday, at which point the child's wishes will be acted upon.*

*Parents should be aware that issues of reproduction or of a moral and ethical nature may arise from topics in subjects such as Biology and P&R and in these instances, when a discussion takes place within the context of the subject curriculum, it will not be deemed to be part of the RSE programme and it is not, therefore, subject to the parental right of withdrawal.*

## **Spiritual, Moral, Social and Cultural Education**

Among the specific topics covered in PSHEE lessons, many aspects of the PSHEE programme support students in the growth of their spiritual, cultural, moral and cultural awareness. However, the development of this aspect of the pupils at South Hampstead happens through many more areas of school life, from assemblies and academic lessons to the broader culture of the school, where democratic process, self-reflection, morality and respect for diversity are inherent in everything we do. We aim to enable pupils to develop the skills and awareness to play a confident, well informed role in society, with a well developed values system and the ability to interact with other people in a positive way. Staff are expected to model and embody the SMSC values of the school and weave those values into all their interactions with students. As a community we actively welcome and champion diversity, through events, assemblies and an active, visible Diversity and Inclusion council. We also highly value the importance of respectful debate, reinforcing regularly the importance of being able to engage with points of view that are different to ones own. Debating is a popular co-curricular activity across the school, with demonstrations of respectful debating regularly showcased to all pupils in order to highlight its value.

Launchpad and Perspectives provide specific opportunities for students to explore the range of attitudes and values in society and to consider the kind of society they want to live in. Through exploration and discussion of topical, political, spiritual, moral, social and cultural issues they develop skills and attributes that promote:

- empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others;
- a willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions; and

- a willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

SHHS promotes **spiritual development** through fostering pupils' awareness and understanding of issues that involve differing beliefs and values in human society. All students take Philosophy and Religion throughout Key Stage 3 and many choose to continue their studies in Key Stage 4. PSHEE helps pupils develop self-knowledge through an exploration of their identity and belonging, their ideals and their commitment to others. As a school we:

- Ensure that in the school environment every child may reach their potential regardless of gender, race, disability, or other equalities issues
- Help pupils to be aware of their potential and support them to achieve it, celebrating success both within and outside the classroom
- Provide opportunities for spiritual development through learning outside the classroom, e.g. drama, music, art, visits to museums, visiting speakers
- Encourage pupils to explore and critically reflect upon what interests and inspires themselves and others, developing their sense of self-knowledge
- Provide opportunities for pupils to develop leadership skills and challenge so they can take care of themselves and others, and develop self-reliance

The Philosophy and Religion department plays an important role in achieving the School's aim to have a caring, respectful and supportive community where all faiths are welcome and their contribution valued. Philosophy and Religion seeks to foster and supplement this attitude through teaching and learning about the world religions. From the Junior school onwards, and especially from Year 7, an awareness of religious belief, morality and spirituality is emphasised. No girl is ever expected to compromise her own beliefs but is expected to understand and respect the beliefs of others in order to contribute to the school community. Philosophy and Religion thus delivers a curriculum where pupils learn from and about religion.

Our Jewish Society (JSoc) is one of the most active and well attended societies in the school, organising regular lunchtime speakers from the breadth of the Jewish community and being open to all students. Muslim pupils are supported in their observance of Ramadan through the provision of a quiet prayer room and an awareness of teachers during the fast. The school community regularly celebrates aspects of diversity, including recognising the values and practices of different religions. These events are encouraged by staff and very much led by pupils, ensuring they are relevant and meet young people where they are.

SHHS promotes **moral development** through helping pupils acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Pupils have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level. As a school we:

- Provide a clear framework of values and behaviours which is promoted consistently throughout the school; these values and behaviours are modelled by the staff
- Give pupils opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities; examples include the PSHEE, Philosophy and Religion, History, English and Latin curricula
- Teach pupils about the importance of being a good citizen, within the school community and more broadly within society; this includes providing examples of such citizens through visiting speakers, and other initiatives, such as creating opportunities for pupils to do things for others



- Discuss in an informed and balanced way breaches of agreed moral codes where they arise, specifically Fundamental British Values, and their impact on society and themselves
- Provide annual opportunities for pupils to participate in democratic processes, through the election of class representatives who represent their peers in parliament activities and ultimately inform the work of the school council, who in turn work with the staff leadership team.
- Consistent application of the school's rules and the School Values, in all aspects of school life, so that pupils learn to behave in ways that uphold those values and develop habits of respect, consideration of the needs of others whilst developing their own sense of self. This also reinforces the principle of living within the laws of your community, recognising the benefit of having and adhering to those laws.

SHHS promotes **social development** through helping pupils acquire the understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works, how individuals relate to each other and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills. As a school we:

- Nurture a sense of community
- Encourage pupils to work cooperatively in different group activities and different groupings
- Encourage pupils to take responsibility for their actions, for example, respect for property, care for others
- Encourage pupils to think about each other's perspectives, particularly when conflicts arise
- Help pupils to develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for difference and sound moral principles

SHHS promotes **cultural development** through helping pupils understand the nature and role of the different groups to which they belong, learning about the origins and implications of the diversity in society and developing respect for difference. As a school we:

- Teach pupils about the background to the British Democratic system so that they understand the context for Fundamental British values and contrasting systems throughout the world
- Provide opportunities for pupils to discuss political and ethical issues
- Create and embrace opportunities for pupils to experience and celebrate a variety of cultures
- Provide opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events
- Provide positive and effective links with the world of work e.g. work shadowing, work experience, and visits from professionals, and the wider community e.g. school visits

Themes relevant to SMSC are also explored in some depth through teaching and learning in academic subjects. This is particularly the case in History and Philosophy and Religion lessons. Examples of this can be found in the table appended at the end of this document. SMSC is a whole-school responsibility and the exploration of these themes throughout the curriculum is an important aspect of the education and community at South Hampstead.

The School actively celebrates the range of cultures represented in our community, with events throughout the year to recognise or raise awareness of celebrations, festivals and traditions of those varied cultures. Among other celebrations, we have an annual Culture Week, during which a range of activities take place, with pupils and staff sharing their cultures with others amidst a general air of celebration of the diversity within the community.

#### **Sources of guidance for this policy:**

ISI Handbook 2019

QCA Guidance on PSHEE (including RSE)

DfE Guidance on SMSC 2013

DfE Guidance on Mental Health & Behaviour in Schools 2016

DfE Guidance on Promoting Fundamental British Values 2014

DfE Guidance on Relationships Education, Relationships and Sex Education and Health Education 2019

Prevent Duty Guidance 2015

PSHEE Association

## Appendix A: PSHEE Scheme of Work Overview

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	SIXTH FORM
<b>RELATIONSHIPS</b>						
<b>Friendships and relationships</b>	<p>Buddy prep (assembly)</p> <p>Working as a team (1)</p> <p>What makes a family (form time) (1)</p> <p>Boundaries and behaviour (1)</p> <p><b>Positive Friendship</b></p> <p>Healthy friendships – what do they look like?</p> <p>Making new friends without upsetting others (1)</p> <p>Avoiding unkind behaviour and cliques (1)</p> <p>Feeling left out and managing clingy friends (1)</p> <p>Admitting when a friendship isn't working (1)</p> <p>Overcoming the small stuff - Friendship problems v's bullying (1)</p>	<p>Changing relationships – am I ready? (inc peer pressure and what we see on TV) (2)</p> <p><b>IT Happens</b></p> <p>(The adolescent body, Healthy relationships with yourself) (1)</p> <p>Assertiveness/toxic relationships (form time)</p>	<p>Making sexual relationships healthy (1)</p> <p><b>RSE in London-</b></p> <p>Contraception and STIs (1)</p>	<p>Relationships – the right one and maintaining friendships (2)</p> <p><b>It Happens -</b></p> <p>Consent talk with UCS</p> <p>(Consent and boundaries, knowing what sexual harassment is</p> <p>The legal side</p> <p>Gendered sexual expectations/double standards (slut v lad) Role play scenarios/how to say no)</p> <p>When relationships end/grief (1)</p> <p>Sexual exploitation (1)</p> <p><b>The RAP Project -</b></p> <p>Social skills for life(1)</p>	<p><b>It Happens -</b></p> <p>Pornography &amp; expectations (1)</p> <p>The truth about the porn industry – sexually liberated or sexually exploited (1)</p> <p>Sexualisation and expectations (1)</p> <p>Domestic abuse and assertive communication (1)</p>	<p>Getting to know each other.</p>
<b>Sexuality and Gender</b>		LGBTQ the facts and acceptance (1)	Sexuality and gender (1)	LGBTQ progress and setbacks (1)		LGBTQ issues Gender issues
				Coming out		

		Questioning sexuality same sex crushes (1)  Diversity role models – education for inclusion (1)		LGBTQ and the media (1)		Speaker: Joanne Lockwood Trans activist
<b>Dealing with bullying and conflict</b>			Conflicts at home (1)			Class and Racial discrimination
<b>Diversity and discrimination</b>	Understanding the British Empire (1)  Diversity - what can we learn from each other (1)  British Red Cross - Refugees and asylum seekers (1)	Tackling discrimination (1)  Protected characteristics and inclusive language (1)	Racism – what, where why? (1)  Core Anti-Discrimination workshop (1)	PREVENT – extremism and radicalisation (1)  Racism and racial bias (1)  HIV/AIDS – history and progress (1)  Sexism (1)  Refugees and Asylum seekers – an easier life? (1)		Global awareness days: International Peace Day, Black History Month, International Women’s Day, Challenging extremism.  Class and Racial Discrimination  Diversity and Discrimination - Dr Stuart Laurence  Speaker: Hephzibiah Rudolphsky (daughter of a Holocaust survivor)

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	SIXTH FORM
<b>HEALTH AND WELLBEING</b>						
<b>Puberty and Sexual Health</b>	Puberty; physical and emotional changes (1) (nurse)  What I wish I knew when I started my period! (Assembly)	Personal hygiene (1)	Periods and Puberty – recap (1)		Women's health to include menopause and pelvic floor (1)  RSE in London - Making the right choices; abortion and sexual health (2)	Speaker: Sexual Health  Speaker: Emma Cole (living with HIV)
<b>Healthy lifestyle</b>	Looking after yourself - Sleep, exercise and the brain (1)	Eating, exercise and sleep – what is right for you? (1)	Menstruation nutrition (1)		It Happens – Festivals and Fun with follow up (2)	Eating disorders  Looking after your health – breast

	(PSHEE/form time and PE)  Fuelling your body(1) <b>Chartwell</b>				The importance of sleep and healthy eating (1)	examination, skin cancer  Importance of sleep
<b>Alcohol, smoking and drugs</b>	Vaping (1)- <b>Nurse</b>  Smoking, vaping, drugs and alcohol (inc peer pressure) (1)	Alcohol and drug awareness (1)	<b>Drugs Workshop led by DSM Foundation</b>  Alcohol and Binge drinking inc parties(1)	<b>Simon Leigh</b> – drugs and my life (1)  Risky situations, the party scene, alcohol and drugs (2)	Alcohol – a teenage guide (1)  Drug debate (2)  Drugs road map (1)  New psychoactive substances and prescription drugs. Seeking help and sources of support (1)	Addictions  Staying safe: Spiked drinks, Drink driving, Festivals  Footprint/moral element drugs  Speaker: Jon Hoskinson (on impact of alcohol abuse)
<b>Mindfulness</b>				Mindfulness and meditation (1)		Positive psychology  Emotional health  Stress busting
<b>Mental health</b>	Good mental health and resilience; learning from failure (1)  <b>Michael Barton</b> - Neurodiversity (1)	Mental Health Continuum and Self-care (1)  Coping strategies – positive and negative (1)  <b>Dick Moore</b> - depression and anxiety (1)  Teenagers and risks (1)	Addiction (1)  Mental health continuum – staying mentally healthy (1)  <b>Caroline Mountford</b> - Eating disorders (1)	Mental Health Conditions (Anxiety and OCD, Depression and Bipolar)	<b>How to help a friend (1)</b>  <b>Research project (1)</b>	Managing Failure
<b>Self-esteem and body image</b>	Self-esteem and positive body image. Why we shouldn't compare. (1)	<b>The Self Esteem Team</b> Self-esteem and body image (1)  Body image – The influences of social media (1)  How are we perceived? The sexualisation of girls (1)	Coping with difficult situations; change, loss and grief (1)	Self-talk and compassion (1)		Socialising – freshers' week, festivals
<b>First aid</b>			First aid (D of E)			

<b>Positive Perspectives</b>	<p>What is a 'growth mindset', and why do I need to train my brain?</p> <p>What motivates me?</p> <p>There is no 'I' in team</p> <p>Walking in someone else's shoes</p> <p>How can I make sure my friends know I am genuinely happy for them?</p> <p>Problem-solving, curiosity and fun</p>	<p>Recap of Positive Perspectives and Values</p> <p>Smart goals</p> <p>Self-control and struggle switch</p> <p>Self-control techniques</p> <p>Flexible thinking and thinking about thought.</p> <p>Affirmation and learned optimism</p>	<p>Bouncing forward and the positive spiral</p> <p>Real-time resilience and Empathy</p> <p>Delayed gratification</p> <p>Gratitude, savouring and generosity.</p> <p>Self-acceptance</p>			<p>programme</p> <ul style="list-style-type: none"> <li>- Strengths, Goals and Values</li> <li>- Resilience X3</li> <li>- Assertiveness, Independence and visibility</li> <li>- Engagement</li> <li>- Mind &amp; Body connection</li> <li>- Gratitude and Reflection</li> </ul>
------------------------------	---	---	---	--	--	---

	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>YEAR 10</b>	<b>YEAR 11</b>	<b>SIXTH FORM</b>
<b>LIVING IN THE WIDER WORLD</b>						
<b>Study skills</b>	<p>Transition to senior school – getting organised (form time)</p> <p>Study skills (form time)</p>	<p>Revision and Time management (1)</p>	<p>Consolidating revision techniques (1)</p> <p>Global Issues Oracy Project (3 days)</p>	<p>Transitions – study habits (1)</p> <p>Talk from year 12</p>	<p>Preparing for exams (1)</p> <p>Procrastination - maximising your potential (1)</p>	<p>EPQ</p>
<b>Money matters</b>	<p>Money, society &amp; happiness (1) related to growing independence</p>		<p>Money matters <b>Elent</b> and follow up lesson (2)</p>	<p>Money matters <b>Elent</b> and follow up lesson (2)</p>	<p>Money matters <b>Elent</b> and follow up lesson (2)</p> <p>Addiction and gambling (1)</p>	<p>Speaker: Joanne Baldwin- financial literacy for university</p> <p>Affinity- Ethical finance, how to be a steward of money and managing investment.</p>
<b>Digital awareness</b>	<p>Being kind online and phone settings(1)</p> <p><b>ECP</b> - Interacting on the Internet – What are you accessing (1)</p> <p>Grooming and Sexting – the</p>	<p>Mobile phone behaviour (1)</p> <p>Protecting your digital footprint, grooming (case studies) (1)</p> <p>Screen time (1)</p>	<p>Grooming (1)</p>	<p>Cifas – Fraud prevention (1)</p>		<p>AI and algorithms</p>

	Laws and the risks (1)  Sexualisation and how we are perceived (1)  Positive online (1)					
<b>Staying safe</b>	Getting home safely and personal safety on the streets (1)  British Transport Police			The Law and you – staying safe at home and abroad (2)		Grooming  Personal safety
<b>Current Affairs</b>		Human rights & British law (1)	Illegal downloads and counterfeit goods (1)  FGM (1)			Current affairs (adaptable, but e.g. Refugee crisis, elections, forced marriage)  Speaker: Nick Water, Bellingcat and Nicholas Boys Smith
<b>Careers and the future</b>		<b>Futures Programme</b>  Introduction to careers in;  STEM  Business and Finance  Creative Industries (2)  Choose 2 from explore (1)	<b>Futures Programme</b>  Looking inwards - who am I? (1)  Looking outwards - how do I present myself (1)  6 skills and 6 in depth modules (2)	<b>Futures Programme</b> (1)		Careers and Universities  Citizenship and volunteering, gap years  Speaker: Rick Findler (war photographer)  Speaker: Rosa Curling (human rights lawyer)  Speaker: Azeem Azhar (Digital innovation)  Speaker: Rachel Own (Civil Service)

## Appendix B: RSE Scheme of work overview (a subset of the PSHEE SoW)

<b>Friendships and relationships</b>	Buddy prep (assembly)	Changing relationships – am I ready? (inc peer	Making sexual relationships healthy (1)	Relationships – the right one and	<b>It Happens</b> - Pornography & expectations (1)	Getting to know each other.
--------------------------------------	-----------------------	--	---	-----------------------------------	--	-----------------------------

	<p>Working as a team (1)</p> <p>What makes a family (form time) (1)</p> <p>Boundaries and behaviour (1)</p> <p><b>Positive Friendship</b></p> <p>Healthy friendships – what do they look like?</p> <p>Making new friends without upsetting others (1)</p> <p>Avoiding unkind behaviour and cliques (1)</p> <p>Feeling left out and managing clingy friends (1)</p> <p>Admitting when a friendship isn't working (1)</p> <p>Overcoming the small stuff - Friendship problems v's bullying (1)</p>	<p>pressure and what we see on TV) (2)</p> <p><b>IT Happens</b></p> <p>(The adolescent body, Healthy relationships with yourself) (1)</p> <p>Assertiveness/toxic relationships (form time)</p>	<p><b>RSE in London- Contraception and STI's (1)</b></p>	<p>maintaining friendships (2)</p> <p><b>It Happens - Consent talk with UCS</b></p> <p>(Consent and boundaries, knowing what sexual harassment is</p> <p>The legal side</p> <p>Gendered sexual expectations/double standards (slut v lad) Role play scenarios/how to say no)</p> <p>When relationships end/grief (1)</p> <p>Sexual exploitation (1)</p> <p><b>The RAP Project - Social skills for life(1)</b></p>	<p>The truth about the porn industry – sexually liberated or sexually exploited (1)</p> <p>Sexualisation and expectations (1)</p> <p>Domestic abuse and assertive communication (1)</p>	
<b>Sexuality and Gender</b>		<p>LGBTQ the facts and acceptance (1)</p> <p>Questioning sexuality same sex crushes (1)</p> <p><b>Diversity role models – education for inclusion (1)</b></p>	<p>Sexuality and gender (1)</p>	<p>LGBTQ progress and setbacks (1)</p> <p>Coming out</p> <p>LGBTQ and the media (1)</p>		<p>LGBTQ issues</p> <p>Gender issues</p> <p>Speaker: Joanne Lockwood Trans activist</p>
<b>Puberty and Sexual Health</b>	<p>Puberty; physical and emotional changes (1)(Nurse)</p> <p>What I wish I knew when I started my period!(assembly)</p>	<p>Personal hygiene (1)</p>	<p>Periods and Puberty – recap (1)</p>		<p>Women's health to include menopause and pelvic floor (1)</p> <p><b>RSE in London - Making the right choices; abortion and sexual health (2)</b></p>	<p>Speaker: Sexual Health</p> <p>Speaker: Emma Cole (living with HIV)</p>



### Appendix C: PSHEE, RSE & SMSC themes explored through academic curriculum work

Year Group	Relationships	Health & wellbeing	Living in the wider world
7	Sexuality & gender – “A Midsummer Night’s Dream” (English)	Healthy Lifestyles (PE)	Roman citizenship & the role of women in society (Latin)
		Reproduction (Biology)	Roman Justice System – compared to British (Latin)
		Miscarriages (Biology)	Slavery and Freedom (Latin)
		Diet & health, deficiency diseases (Biology)	Slavery in the 20 <sup>th</sup> / 21 <sup>st</sup> centuries (Latin)
			Attitudes towards women throughout history, inc: <ul style="list-style-type: none"> <li>• Mary I and Elizabeth I</li> <li>• Suffragettes in the 20<sup>th</sup> century (History)</li> </ul>
			Development of law, limits on absolute power and the role of the rule of law as a restraint on kings – Magna Carta (History)
			Politics and international affairs (History)
8	Sexuality & gender – “Romeo & Juliet” (English)	Healthy Lifestyles (PE)	Roman and British education systems (Latin)
		Phineas Gage – mental health (Biology)	Roman politics and elections (Latin)
		Microbial infections and vaccinations (Biology)	Arrival of the Romans in Britain – multiculturalism, trade and immigration (Latin)
		Breathing rate & pulse rate (Biology)	Revolt of Boudica (Latin)
		Smoking & Alcohol (Biology)	Attitudes towards women throughout history, inc: <ul style="list-style-type: none"> <li>• Mary I and Elizabeth I</li> <li>• Suffragettes in the 20<sup>th</sup> century (History)</li> </ul>
		Historical attitudes towards mental health (History)	Development of law, limits on absolute power and the importance of the rule of law as a restraint on kings – The English Civil War (History)
		Physical health, healthy eating and lifestyle (French)	How the British parliamentary system works (History)
			Blues and Jazz – slavery and discrimination (Music)
			Politics and international affairs (History)
9		Healthy Lifestyles (PE)	Racism (P&R)
		Diet & health, deficiency diseases (Biology)	Genocide (P&R)
			Prejudice (P&R)
			Women in Religion (P&R)
			Multicultural society in Roman Alexandria: trade (Latin)
			Contrasting religious beliefs (Latin)
			Multiculturalism in Roman Britain (Latin)
			Roman Army (Latin)
			Attitudes towards women throughout history, inc: <ul style="list-style-type: none"> <li>• Mary I and Elizabeth I</li> <li>• Suffragettes in the 20<sup>th</sup> century (History)</li> </ul>
			Women getting the right to vote (History)
			Non-democratic systems and the pressure for reform – Russian Revolution (History)
			Politics and international affairs (History)
			Financial History, eg. Wall Street Crash (History)
10	Sexuality & gender – ‘A View From The Bridge’ (English)	Contraception - whether religions agree (P&R)	Crime & Punishment (P&R)
	School life and peer pressure (French)	Assisted fertility (P&R)	Gender Roles (P&R)

		Abortion (P&R)	Ethical issues relating to organ donation and transplants (Biology)
		Euthanasia (P&R)	Ethical issues relating to embryo screening, IVF, cloning and vaccination (Biology)
		Healthy Lifestyles (PE)	Environmental ethics and laws re genetically modified organisms, pollution and environmental destruction (Biology)
		Sex Determination (Biology)	Roman Army (Latin)
		Abortion (Biology)	The Jews and the Romans (Latin)
		Phineas Gage – mental health (Biology)	Slavery and Freedom (Latin)
		Benign & malignant tumours (Biology)	The rule of law and foundations of democracy (Classical Greek)
		Breathing rate & pulse rate (Biology)	Freedom of speech – Socrates and The Death of Socrates (Classical Greek)
		Alcohol and effect on synapses (Biology)	Non-democratic systems and the pressure for reform – Nazi Germany, Soviet control of Eastern Europe and collapse of Soviet Union (History)
		Physical health, healthy eating and lifestyle (French)	Human Rights – Nazi Germany (History)
		Diseases inc eye conditions, diabetes, malaria, genetic conditions (Biology)	Politics and international affairs (History)
			Democracy, law and human rights – ‘Macbeth’ (English)
			Democracy, law and human rights – ‘A View From The Bridge’ (English)
11	Sexuality & gender – ‘A View From The Bridge’ (English)	Healthy Lifestyles (PE)	Ethical issues relating to organ donation and transplants (Biology)
	Gender Issues and Equality (French)	Circulatory System conditions (Biology)	Ethical issues relating to embryo screening, IVF, cloning and vaccination (Biology)
		Microbial infections and vaccinations (Biology)	Environmental ethics and laws re genetically modified organisms, pollution and environmental destruction (Biology)
		Mental Health and ill-health (French)	Non-democratic systems and the pressure for reform – Nazi Germany, Soviet control of Eastern Europe and collapse of Soviet Union (History)
		Physical health, healthy eating and lifestyle (French)	Human Rights – Nazi Germany (History)
		Drugs and alcohol – tied in with health topic (French)	Politics and international affairs (History)
			Democracy, law and human rights – ‘Macbeth’ (English)
			Democracy, law and human rights – ‘A View From The Bridge’ (English)
12	Polyamorous relationships (P&R)	Abortion (P&R)	Animal experimentation (P&R)
	Homosexuality (P&R)	Euthanasia (P&R)	Nuclear weapons (P&R)
		Healthy Lifestyles (PE)	Trade in the British Empire (History)
			Politics and international affairs (History)
			Freedom of expressions and media (French)
			Politics and international affairs (French)
	Feminism and differing feminist views on sex and gender (Politics)		
13		Healthy Lifestyles (PE)	Trade in the British Empire (History)
			Politics and international affairs (History)
			Politics and international affairs (French)