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This Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding (KCSiE 23) and in respect of pupils with Special Educational Needs (SEN), it also acknowledges the 2020 statutory guidance from the DfE.

We want to teach our young people to be as responsible, independent and as happy as possible - a large part of their life whilst at School and once they leave will rely on them being able to navigate their relationships with others, their perceptions of themselves and their own health needs. This policy sets out how we aim to put them in the best possible place to achieve this.

The policy sets out how we teach and learn about relationships, sex and health - it's important to note that our pupils have a range of complex needs and these need to be taken into account when considering any learning, primarily understanding what a pupil needs to learn, how they learn and when they need to learn about a topic. It's also important to note because of our pupils learning needs their knowledge and skills do not always follow progressive linear paths, which means we will have revisit topics and also teach (or re-teach) topics as they become tangible to groups or individuals.

Because of the nature of this topic of this policy it will touch upon subjects such as physical development, literacy and knowledge and understanding of the world, it will also connect with the School's rules and the development of personal attributes such as kindness, integrity, generosity and resilience which are learnt sometimes explicitly and sometimes through the ethos and environment of our community.

Because some areas of this policy can be sensitive for some families and also because of the way our young people learn (whom require consistency across their lives) the policy also sets out how we engage with families and other settings.

Our School community supports young people aged 3-19 when we use the term pupils; it is used as a collective term for groups of our young people. When we use the terms family or parents they are used to describe the adults that have parental responsibility or deputyship for our young people.

- **What's in our Policy?**

Index	Summary
Introduction	A brief introduction our School, our pupils and our community

A definition of relationships education or relationship and sex education (RSE)	Defines RSE, clearly sets out its aims and how these are consistent with the school's ethos and values.
A definition of health education	Defines Health education, clearly sets out its aims and how these are consistent with the school's ethos and values, this includes both physical and mental health.
Content and delivery of RSE and Health education	Describes how RSE and Health education is delivered (for example through Physical Development or personal and Health Education) and the topics covered at each Key Stage. How the delivery and content is made accessible to all our pupils. How our curriculum needs to look at learning, relearning, and also react to individual pupils at specific times in their lives.
Safeguarding	What we do if we have a safeguarding concern raised through RSE and Health education.
Roles and responsibilities	It explains who is responsible for coordinating RSE and Health Education, who teaches RSE and Health education, and how staff are supported through training. It explains how we work in partnership with families and external organisations
Involvement of parents, pupils and staff	It describes how parents, pupils and staff are consulted on RSE provision, and their involvement in developing and reviewing the policy.
Monitoring and evaluation	It explains how RSE and Health Education will be monitored and evaluated in school.
Right to withdrawal	Describes the rights that parents have and do not have particularly around Relationships and Sex education up until the third term before their child is sixteen
Curriculum Mapping – What does RSE and Health education look like in our school for different ages	
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Forms for requests for withdrawing pupils from RSE	
If parent wants to withdraw their <i>child</i> from RSE they should use this form	

• Introduction

Teaching young people about their relationships with each other and themselves is an important cornerstone of our curriculum, this policy sets out why and what we teach. We acknowledge that for some parts of this curriculum there may tensions for young people and

their families as such would firmly encourage discussion and dialogue about any sections, resources or methods.

The teaching of relationships can be particularly challenging at CAA due to our young people's autism and their perceptions of relationships, as such for some young people we will need to teach about specific issues as they arise in addition or complementing the curriculum as explained in this document.

- **How we define relationships education and relationship and sex education (RSE)**

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, learning skills and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- For our pupils a significant onus of relationships is also about communication and interaction, and teaching functional aspects of this in different contexts and with different people.
- The curriculum also prepares our young people for stepping into adulthood, and being the best and most independent that they can be
- The curriculum encourages and places our young people in the best place they can be to make decisions about themselves

- **How we define health education**

- Health education is about learning what need to do keep ourselves emotionally and physically healthy, both in the short and long term
- Health education is about giving our pupils the skills to keep themselves emotionally and physically healthy, both in the short and long term
- Health education is about recognising how we impact on our own physical and emotional health, plus how we can impact others emotional health
- Health education involves a combination of sharing information, learning skills, and exploring issues and values.
- Health education for our pupils is also about teaching about making choices, encouraging pupils to try new positive healthy experiences and giving them both the skills and confidence to make these.
- The curriculum also prepares our young people for stepping into adulthood, and being the best and most independent that they can be
- The curriculum encourages and places our young people in the best place they can be to make decisions about themselves

- **Content and delivery of RSE and Health education**

The delivery of RSE and Health Education has four different in our School; firstly, taught lessons that cover specific topics within our curriculum program and through the 3 different curriculum approaches of the informal, semi-formal and formal curriculums.

Secondly individual learning often approached Individual Education Plans and targets within the young person's EHCP, additionally the young person may need specific support so that their learning can be highly contextualised at a time and place that is appropriate to their needs that sits outside these formal documents.

Thirdly through specific subjects such Physical Development, Science or Communication, this will provide our young people with contextual information and make their learning as functional as possible.

Finally, through *everyday* events such meeting new people, interactions in and around School and assemblies.

Teaching and learning has to be meaningful and purposeful for our pupils, this means we often have to revisit topics sometimes in the same context sometimes in new contexts, this is so learning becomes truly functional. We cannot take for granted our pupils will be able to retain and apply information over the short, medium and long term, we are also mindful that something learnt in one context for our pupils does not mean that knowledge can be applied to other contexts, so *re-teaching* may well be necessary and desirable.

Pupils will be fully supported with appropriate learning support materials such as communication support and appropriate learning experiences.

For our pupils learning in *just* School will rarely be sufficient so we work with families and supporting agencies such as respite services so that the young person can learn about a topic in different contexts.

For some elements it may be necessary to involve outside speakers, facilitators or educationalists, the School will take due regard to vet such partners and work with them to develop appropriate and engaging learning for our young people. We will additionally share their visit and purpose with families ahead of times.

The content has been set out in three tiers (pre-formal, semi-formal and formal – for definitions please see our curriculum document) from our least able to our most able young people, and also when our pupils will be learning about specific content; we fully acknowledge that for some young people revisiting be necessary both during formal lessons and through their time at school.

We will share content with our families prior to teaching its content.

- **Safeguarding**

Through discussions in RSE and Health education a pupil may disclose information that raises safeguarding concerns, in such a case staff should follow the School's safeguarding procedures with reference to its safeguarding policies. With guiding rule that safeguarding is everyone's responsibility.

• Roles and responsibilities

The Board of Trustees's

The Board of Trustees will hold the head teacher to account for the implementation of this policy, the board of Trustees delegated the approval of this policy to the Head of School

The Head of School

The Head of School is responsible for ensuring that RSE and Health education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE and Health Education.

Staff

Class Teachers are responsible for:

- Delivering RSE and Health Education in a sensitive way
- Modelling positive attitudes to RSE and Health Education
- Monitoring progress
- Responding to the needs of individual pupils and liaising with the families of these pupils in order to have a common approach
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE and Health Education
- Staff do not have the right to opt out of teaching RSE and Health Education. Staff that have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.
- Class teachers are responsible for delivering and teaching RSE and Health Education in our school.

Pupils

Pupils are expected to engage fully in RSE and Health Education and, when discussing issues related to RSE and Health Education, treat others with respect and sensitivity. It's highly likely that all pupils of all ages will need to be taught what treating others with sensitivity and respect means.

We are conscious that are pupils can because of their understanding of the world inadvertently could cause distress to others through their comments, for example a pupil with ASC may provide a literal description of another person that they may cause offense. In cases such as this punitive measures must not be used or be perceived to be used, but the individuals concerned should be supported to understand why this happened, if appropriate a restorative justice approach should be used.

• Involvement of pupils, families, staff & outside agencies

Pupils

Individual pupils may need individual support for topics linked to RSE and Health Education, pupils may find this difficult and challenging, we will ask them for ideas and help them negotiate and navigate strategies that work for them.

Classes may be asked for certain topics what they think would be good learning points, pupils may find this difficult and challenging, we will ask them for ideas and help them negotiate and navigate strategies that work for them.

The School Council may wish to take on *campaigns* or be asked to survey their classes views on subjects linked to RSE and Health Education; they will have the responsibility for carrying these out in liaison with the deputy Head Teacher.

Families

We would ask parents to work with us to support their children; this may include discussions, using a common approach or seeking external advice or support. As a School we recognize this can be very sensitive and challenging, we in return will be supportive and honest.

Parents were consulted in the writing of this document by survey, and by giving them the opportunity to attend workshops to provide us with information that they thought would be supportive for their children.

Staff

Staff play a key role in teaching and developing learning in their class making sure it's the most appropriate content and delivery for their pupils, this is especially true for pupils that require individual programs.

Long term development is also driven by staff and their experiences of short and long term experiences, and as a School we firmly recognise our pupils *profiles* are not *typical* which means the approaches and content needs to match this too.

Outside Agencies

We work closely with outside agencies to ensure specific pupil work on SRE and Health Education; these include Social Care, Learning Disability Nurses, CAHMS, Educational Psychologists and respite services to ensure coherent and consistent advice and or support is given.

We also work closely with community facilities linked to health education for example local sports coaches, sports and leisure facilities to ensure that our pupils have the functional skills, knowledge and confidence to access these facilities beyond the school day.

- **Monitoring and evaluation**

The RSE and Health Education Policy will normally be reviewed formally every three years by the Head Teacher (or sooner if necessary). Annually the procedures and practise emanating from the policy will be reviewed annually by the RSE and Health working group (normally in the summer term) which we be comprised of the Head Teacher, a representative of teaching staff from the primary, secondary and P-16 departments plus a member of the LAB (Local Ara Board).

Through the Eden Academy Trust's safeguarding group further review maybe deemed necessary.

Monitoring of mid-term plans will be carried out by the head teacher, this may include lesson observations and learning walks (these may be carried out in conjunction with other senior staff and or members of the RSE and Health education working group).

Individual work with pupils will be reviewed with the staff involved and their families.

The School Council will review any initiatives they wish to introduce.

• **Right to withdrawal**

In law parents have certain rights to withdraw or not withdraw their child from Relationship and Sex education, these rights depend on the age of the child and have been set out by the Department for Education from 2020. As a state funded School we have to abide by these.

We hope through open and honest discussion that we can find a path through conflicting views

For pupils that are in the Primary age range

- Sex education is not compulsory in the primary age range; it's unlikely for our pupils that this will be appropriate for their levels of understanding. If for an individual pupil it is thought to be appropriate this will be done in conjunction with families, who do have the right not to give permission for this to happen
- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory or non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to the head teacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

For pupils that are in the secondary age range

- Parents have the right to withdraw their children from the non-statutory or non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Understanding whether a young person has the mental capacity to do this is not an assessment the School can make without external advice and an assessment under the Mental Capacity Act (2005) would need to be undertaken in conjunction with external partners.
- Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to the head teacher.
- A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.
- If parental wishes sit contra to those of a pupil, an independent advocate for the pupil will be brokered and an assessment of their capacity to make this decision will be taken through appropriate external bodies.
- Alternative work will be given to pupils who are withdrawn from sex education.

For pupils that are in the Post-16 age range

Whilst not statutory for Post-16 pupils, it is still essential we provide this education with this in mind

- Parents have the right to withdraw their children 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. Understanding whether a young person has the mental capacity to do this is not an assessment the School can make without external advice and an assessment under the Mental Capacity Act (2005) would need to be undertaken in conjunction with external partners.

- Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to the head teacher.
- A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.
- If parental wishes sit contra to those of a pupil, an independent advocate for the pupil will be brokered and an assessment of their capacity to make this decision will be taken through appropriate external bodies.
- Alternative work will be given to pupils who are withdrawn from sex education.

Lesbian, Gay, Bisexual and Transgender (LGBTQ+)

In teaching Relationships Education and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will ensure we will comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBTQ+, we will ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. We will teach this at a point in time that is appropriate to age and understanding.

Curriculum Mapping – What does RSE and Health education look like in our school for different ages?

• Early Years

Curriculum	Year	Topic or theme details	Resources and where this may be found in the curriculum week
Pre-formal Curriculum	Year 1	<ul style="list-style-type: none"> Families and People that care for me Accepting care, love and support from people that know me and doing this in different contexts Accepting care, love and support from people that know me less well and in new contexts Using and learning about communication	Underpinning all of these topics will be communication knowledge and skills – support for these can be gained from the communication team. Good resources are available from Twinkle – an on-line resource bank Previous teaching plans can be found on the teacher
	Year 2	<ul style="list-style-type: none"> Caring and respectful friendships Tolerating others being near me and alongside me Tolerating other people's choices <ul style="list-style-type: none"> Being Safe and healthy Coping and tolerating objects and people that keep me safe Tolerating and coping with personal hygiene needs including dressing, teeth cleaning and washing Tolerating and coping with physical development with different people and in different contexts, this will include new experiences Tolerating and coping with different food and drinks Tolerating and coping with equipment that supports posture and physical needs	

Semi-formal Curriculum	Year 1	<ul style="list-style-type: none"> Families and People that care for me <p>Recognising people in my family Respecting a person in authority Trusting people who will help me Understanding communication systems that support me</p>	drive under teacher planning
	Year 2	<ul style="list-style-type: none"> Caring and respectful friendships Being Safe and healthy <p>Responding and acknowledging unfamiliar people when turn taking Recognising people by <i>name</i> Tolerating other pupils, and working alongside them Waiting for a turn Following familiar rules and learning to do this with different people in different places. Listening and following to instructions Beginning to understand different contexts Tolerating and coping with personal hygiene needs including dressing, teeth cleaning and washing Tolerating and coping with physical development with different people and in different contexts, this will include new experiences Coping with different food and drinks</p>	The EYFS framework provides a good developmental program to support assessment and from this next steps

Formal Curriculum	Year 1	<ul style="list-style-type: none"> Families and People that care for me <p>Knowing who is in my family and home, recognising who are the staff in my school, understanding key words such as home, Mum, Dad, Grandma etc</p> <p>Using communication systems that support my wants and needs</p> <ul style="list-style-type: none"> Caring and respectful friendships <p>Having empathy for others, sharing and playing together. Confidence in communicating with new people in new places</p>	
	Year 2	<ul style="list-style-type: none"> Being Safe and Healthy <p>Understanding and following simple rules, especially in social contexts. Moving around school independently</p> <p>Asking for help and understanding the concept of waiting</p> <p>Independence around personal hygiene – knowing when to use the toilet, brushing teeth, being able to change my clothes</p> <ul style="list-style-type: none"> Online Safety <p>Knowing when and where I can use an on-line resource, understanding this will come to a stop like all activities</p>	

• Key stages 1 & 2

Curriculum	Year	Topic or theme details	Resources and where this may be found in the curriculum week
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<p>Pre-formal Curriculum</p>	<p>Year 1 Year 2 Year 3</p>	<p>For this group of pupils personal programs linked to needs will proliferate for the young person, with families and teachers deciding on areas that need to be targeted and contexts that existing skills should be expanded into.</p> <ul style="list-style-type: none"> Families and People that care for me <p>Recognising people in my family Respecting a person in authority Trusting people who will help me Understanding communication systems that support me</p> <ul style="list-style-type: none"> Caring and respectful friendships <p>Responding and acknowledging unfamiliar people when turn taking Recognising people by <i>name</i> Tolerating other pupils, and working alongside them Waiting for a turn</p> <ul style="list-style-type: none"> Being Safe and healthy <p>Following familiar rules and learning to do this with different people in different places. Listening and following to instructions Beginning to understand different contexts Tolerating and coping with personal hygiene needs including dressing, teeth cleaning and washing Tolerating and coping with physical development with different people and in different contexts, this will include new experiences</p> <ul style="list-style-type: none"> Coping with different food and drinks 	<p>Underpinning all of these topics will be communication knowledge and skills – support for these can be gained from the communication team.</p> <p>Good resources are available from Twinkl – an on-line resource bank</p> <p>Previous teaching plans can be found on the teacher drive under teacher planning</p> <p>Support will be available for occupational, physical and speech and language</p>
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			<p>therapists for specific programs</p> <p>Routes for Learning provides a good assessment system including support for next steps or new contexts for skills and knowledge</p> <p>For pupils with ASC or similar fixed mind-sets the autism education trust assessment system will highlight strengths and areas to target</p> <p>The Engagement Profile should support teachers in understanding how pupils engage with their learning and then use this</p>
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			as basis for widening access to the curriculum
Semi-formal Curriculum	Year 1	<ul style="list-style-type: none"> Families and People that care for me Who is in my house, who is in my family – boy, girl, man and woman what's the same and different Caring and respectful friendships Who is in my class, how can I engage with them, take turns Being Safe and healthy Knowing rules for independent movement around school and in public areas I know, pupils should engage with community learning is a safe way, older pupils will engage with community learning in new places Making choices about healthy food, drink and smells – trying new things For older pupils individual programs around changing bodies may need to be started Online Safety Using and making choices with tablets and computers with supervision, knowing when it's time to stop using a tablet. 	<p>Underpinning all of these topics will be communication knowledge and skills – support for these can be gained from the communication team.</p> <p>Good resources are available from Twinkl – an on-line resource bank</p>

	Year 2	<ul style="list-style-type: none"> Families and People that care for me <p>Who is in my class and school, engaging with people not in my class, for older pupils using playgrounds that I wouldn't normally who can I ask for help around school</p> <ul style="list-style-type: none"> Caring and respectful friendships <p>Doing things for other people, playing with people not in my class – this will be targeted around transitions for the summer term</p> <ul style="list-style-type: none"> Being Safe and healthy <p>Routines and skills around personal hygiene, changing clothes for the weather Choosing healthy activities that are new to me For older pupils individual programs around changing bodies may need to be started</p> <ul style="list-style-type: none"> Online Safety <p>Accessing new on line resources, knowing how to ask for help</p>	<p>Previous teaching plans can be found on the teacher drive under teacher planning</p> <p>Equals Schemes of Work may provide some steering when considering schemes of work for groups of pupils.</p>
	Year 3	<ul style="list-style-type: none"> Families and People that care for me <p>People in the community that care for me doctors, dentists, for older pupils support to use respite services or Carlisle Youth Zone</p> <ul style="list-style-type: none"> Caring and respectful friendships <p>What is different and what is the same between my friends, learning to do what my friends want to do</p> <ul style="list-style-type: none"> Being Safe and healthy <p>Greeting and meeting new people and stranger danger Understanding touch in social relationships Understanding the difference between touching at home and in school</p> <ul style="list-style-type: none"> Online Safety <p>Learning to use video conferencing with support, how do I finish / start a call – learning to <i>talk</i> about a call</p>	<p>Teachers should use their pupils profiling on SOLAR to give direction</p>

Formal Curriculum	Year 1	<ul style="list-style-type: none"> Families and People that care for me <p>Naming people in my family and their relationship to me – talking about peer’s families what’s the same and what’s different</p> <ul style="list-style-type: none"> Caring and respectful friendships <p>Understanding the differences and similarities between friends, what to do if we disagree</p> <ul style="list-style-type: none"> Being Safe <p>What are the safety rules in class, in the playground and in the community – why do we use them</p> <ul style="list-style-type: none"> Online Safety <p>Communicating with people who I know on-line, why is this safe</p>	▪
	Year 2	<ul style="list-style-type: none"> Families and People that care for me <p>Who cares for me and how do they care for me, who cares for my friends and do they help them what is a relationship, what relationships do I have and my friends have</p> <ul style="list-style-type: none"> Caring and respectful friendships - these may be different but it’s only a difference <p>What is the same about me and my friends, what is different about me and my friends – this may be different but it’s only a difference</p> <ul style="list-style-type: none"> Being Safe <p>Meeting new people, how do I keep myself safe and keep my friends safe</p> <ul style="list-style-type: none"> Online Safety <p>What are the <i>rules</i> for using the on-line resources I like</p>	

	Year 3	<ul style="list-style-type: none"> Families and People that care for me How do I identify people in the community who care for me, how do my family use them – is the same for my friends – these are differences but on differences - acceptance Caring and respectful friendships What is a friend, what does respect mean – how and where can I meet new friends and what to do if I’m upset with my friends Being Safe and Healthy Public and Private, how do I need to act in different places and with different people – for older pupils changing bodies may need to be taught – understanding the difference between male and female - Using community facilities that I’ve not used before that can keep me healthy for older pupils The Youth Zone and respite facilities could be considered Online Safety How do I access video conferencing, what are the rules for keeping me safe when I do this 	
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• Key stages 3 and 4

Curriculum	Year	Topic or theme details	Resources and where this may be found in the curriculum week
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Pre-formal Curriculum	Year 1	<p><u>Self Awareness</u></p> <ul style="list-style-type: none"> • Personal Strengths <p>Respond to stimuli about what we are good at and/or enjoy</p> <ul style="list-style-type: none"> • Skills for learning <p>Respond to stimuli about what we enjoy learning about in school</p> <p><u>Self-Care, Support and Safety</u></p> <ul style="list-style-type: none"> • Feeling unwell <p>Respond to stimuli about what it means to feel unwell, show awareness of how to indicate to someone that we are feeling unwell.</p> <ul style="list-style-type: none"> • Feeling frightened/worried <p>Respond to stimuli about feeling frightened or worried. Respond to stimuli about how to keep our bodies safe appropriate and inappropriate contact. Respond to adult modelling about ways to indicate to others that we need help.</p> <ul style="list-style-type: none"> • Managing online information <p>Respond with curiosity to stimuli about online advertising.</p> <p><u>Managing Feelings</u></p> <ul style="list-style-type: none"> • Self esteem and unkind comments <p>Respond with curiosity to stimuli about all the different ways in which we are special.</p> <p><u>Changing and growing</u></p>	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Routes for learning ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive
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		<ul style="list-style-type: none"> • Puberty <p>Respond with curiosity to stimuli about the ways in which we change as we get older.</p> <p><u>Healthy Lifestyles</u></p> <ul style="list-style-type: none"> • Elements of a healthy lifestyles <p>Respond to stimuli showing different aspects of a healthy lifestyle</p> <ul style="list-style-type: none"> • Healthy eating <p>Respond to stimuli about different kinds of food and drinks.</p> <p><u>The world I live in</u></p> <ul style="list-style-type: none"> • Human diversity, rights and responsibilities <p>Respond with interest to stimuli about the ways in which people can be the same and also different.</p> <p>Respond with interest to stimuli about rules and routines there are in school.</p>	
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	Year 2	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Prejudice and discrimination <p>Respond to stimuli about people who are different to us in different ways</p> <p><u>Self-care, Support and safety</u></p> <ul style="list-style-type: none"> • Accidents and risks <p>Respond with curiosity to stimuli about what is meant by keeping safe.</p> <ul style="list-style-type: none"> • Emergency situations <p>Respond with curiosity to stimuli about people who keep us safe at school and at home.</p> <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> • Strong feelings <p>Respond to stimuli about different feelings we might experience.</p> <p>Respond to stimuli about how different feelings may be expressed.</p> <p><u>Changing and growing</u></p> <ul style="list-style-type: none"> • Healthy/unhealthy relationship behaviours <p>Respond with curiosity to stimuli about different positive relationships we have in our lives.</p> <ul style="list-style-type: none"> • Friendship <p>Respond to stimuli about different kinds of friendship.</p> <p><u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> • Mental wellbeing 	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Routes for learning ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive
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		<p>Respond to stimuli about things we like to do which make us feel calm and relaxed</p> <ul style="list-style-type: none"> • Physical activity <p>Respond to stimuli about different kinds of physical activity and exercise.</p> <ul style="list-style-type: none"> • Body image <p>Respond to stimuli showing different images of young people.</p> <p><u>The world I live in</u></p> <ul style="list-style-type: none"> • Taking care of the environment <p>Respond with curiosity to stimuli about the natural environment</p>	
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	Year 3	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Managing pressure <p>Respond to stimuli that depict kindness and unkindness</p> <p><u>Self-care, Support and safety</u></p> <ul style="list-style-type: none"> • Keeping safe online and Gambling <p>Respond with curiosity to stimuli about different ways of keeping safe online.</p> <p>Respond with curiosity to stimuli about risk and chance</p> <ul style="list-style-type: none"> • Public and private <p>Respond to stimuli about things that are public and things that are private.</p> <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> • Romantic feelings and sexual attraction <p>Respond with interest to stimuli about people we like or know.</p> <p><u>Changing and growing</u></p> <ul style="list-style-type: none"> • Intimate relationships, consent and contraception <p>Respond to stimuli about romantic relationships</p> <ul style="list-style-type: none"> • Long term relationships/parenthood <p>Respond to stimuli about different kinds of families and different kinds of relationships in families.</p> <p>Respond to stimuli about parenthood.</p>	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Routes for learning ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive
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Healthy lifestyles

- **Medicinal drugs**

Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they care of us.

- **Drugs, alcohol and tobacco**

Respond to stimuli about taking care of our body.

The world I live in

- **Preparing for adulthood**

Respond to stimuli about adult life

Respond to stimuli about the different jobs adults do in school.

- **Managing finances**

Respond with curiosity to adult modelling of the uses of money.

Semi-formal Curriculum	Year 1	<p><u>Self Awareness</u></p> <ul style="list-style-type: none"> • Personal Strengths <p>Describe what we are good at and/or enjoy</p> <ul style="list-style-type: none"> • Skills for learning <p>Identify things that make us unique and special as learners.</p> <p>Describe what we like and dislike doing as learners.</p> <p><u>Self-Care, Support and Safety</u></p> <ul style="list-style-type: none"> • Feeling unwell <p>Describe the difference between feeling well and unwell; demonstrate how to let someone know that we are feeling unwell.</p> <ul style="list-style-type: none"> • Feeling frightened/worried <p>Explain what being frightened or worried means. Demonstrate simple ways to communicate that we are frightened or worried.</p> <p>Describe in simple terms what it means to take care of our bodies and keep them safe</p> <p><u>Managing Feelings</u></p> <ul style="list-style-type: none"> • Self esteem and unkind comment <p>Identify feelings associated with feeling good about ourselves.</p> <p>Changing and growing</p> <ul style="list-style-type: none"> • Puberty <p>Identify some of the different ways we have changed as we have grown older.</p> <p><u>Healthy Lifestyles</u></p>	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive ▪
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		<ul style="list-style-type: none">• Elements of a healthy lifestyles Recognise what is meant by a healthy lifestyle.• Healthy eating Identify our favourite foods and drinks. <p><u>The world I live in</u></p> <ul style="list-style-type: none">• Human diversity, rights and responsibilities Identify some of the similarities and differences between young people of our age. Identify what is meant by having rules in school, at home and in the wider world.	
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	Year 2	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> ▪ Prejudice and discrimination <p>Describe what it means to treat others in a kind and fair way</p> <p>Recognise that everyone is unique and special and no one should be treated unfairly</p> <p><u>Self-care, Support and safety</u></p> <ul style="list-style-type: none"> ▪ Accidents and risks <p>Describe what is meant by personal safety. Explain what is meant by something being an accident.</p> <ul style="list-style-type: none"> ▪ Emergency situations <p>Identify rules and procedures in school that help keep us safe.</p> <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> ▪ Strong feelings <p>Describe how we might feel, look and sound when we are happy or unhappy. Identify a range of feelings, where we might feel them in our body, and how they might make us behave.</p> <p><u>Changing and growing</u></p> <ul style="list-style-type: none"> ▪ Positive/unhealthy relationships <p>Identify some key features of positive friendships/ relationships, and how they can make us feel. Identify times when we might feel angry or sad because of someone's behaviour towards us.</p> <ul style="list-style-type: none"> ▪ Friendship <p>Describe what having or being a friend means. Identify different kinds of friendship and ways in which friendship is important.</p> <p><u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> • Mental wellbeing 	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive ▪
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		<p>Identify things we can do to help ourselves when we feel worried or stressed.</p> <ul style="list-style-type: none">• Physical activity Identify different kinds of physical activity and exercise.• Body image Identify and describe some different images of young people in pictures, magazines, TV programmes and social media. <p><u>The world I live in</u></p> <ul style="list-style-type: none">• Taking care of the environment Identify living things that people can care for (e.g. house plants, pets, gardens)	
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	Year 3	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Managing pressure <p>Describe and give examples what it is to be kind and unkind</p> <p>Identify some of the ways of telling a trusted adult if someone is being unkind to us.</p> <p><u>Self-care, Support and safety</u></p> <ul style="list-style-type: none"> • Keeping safe online and Gambling <p>Describe what keeping safe online means.</p> <ul style="list-style-type: none"> • Public and private <p>Explain what is meant by private and what is meant by public. Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.</p> <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> • Romantic feelings and sexual attraction <p>Identify what it means to like someone.</p> <p><u>Changing and growing</u></p> <ul style="list-style-type: none"> • Intimate relationships, consent and contraception <p>Identify instances in or out of school when we might need to seek permission or receive consent. Demonstrate how to ask for permission (get consent) before we borrow or take something from someone.</p> <p>Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent). Identify the similarities and differences</p>	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive
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between friendships and romantic/ intimate relationships. Identify whom we can talk to about relationships

- **Long term relationships/parenthood**

Give examples of different types and features of committed, long-term relationships. Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged). Identify what being in a family means

Healthy lifestyles

- **Medicinal drugs**

Recognise what is meant by a ‘medicine’.

- **Drugs, alcohol and tobacco**

Identify some substances people might swallow, drink or inhale that could be harmful to their health. Describe what alcohol is and how alcoholic drinks are different to nonalcoholic drinks.

The world I live in

- **Preparing for adulthood**

Recognise different types of living arrangement, including adult care, residential care and living independently. Explain what is meant by having a ‘job’.

- **Managing finances**

Describe in simple terms what money is and how it is used. Recognise that money we get from cash machines or through ‘cashback’ in the supermarket etc. is our money

Formal Curriculum	Year 1	<p><u>Self Awareness</u></p> <ul style="list-style-type: none"> • Personal Strengths <p>Identify some of our own personal strengths and skills (things we are really good at or can do really well).</p> <ul style="list-style-type: none"> • Skills for learning <p>Describe the particular ways we like to learn. Identify the difference between a short term target and an aspirational, long term goal.</p> <p><u>Self-Care, Support and Safety</u></p> <ul style="list-style-type: none"> • Feeling unwell <p>Identify how we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Identify whom to tell if we feel unwell. Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell. Explain why it is a good idea to ask for help quickly if we feel unwell.</p> <ul style="list-style-type: none"> • Feeling frightened/worried <p>Demonstrate some simple strategies we can use if we are feeling frightened or worried. Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe. Explain what unwanted physical contact means. Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Demonstrate simple ways of communicating to others that we need help.</p> <p><u>Managing Feelings</u></p> <ul style="list-style-type: none"> • Self esteem and unkind comment <p>Identify things we can do which help us to feel good about ourselves.</p> <p><u>Changing and growing</u></p>	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive ▪
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- **Puberty**

Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens.

Healthy Lifestyles

- **Elements of a healthy lifestyles**

Identify different ways that people can live a healthy lifestyle. Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular checkups at the dentist are important).

- **Healthy eating**

Describe our favourite foods and drinks, and give reasons for our choices. Identify foods we can eat all the time which are good for us. Identify foods that should only be eaten occasionally

The world I live in

- **Human diversity, rights and responsibilities**

Describe some of the similarities, differences and diversity among people of different race, faith and culture. Describe what is meant by rights and responsibilities.

	Year 2	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> ▪ Prejudice and discrimination <p>Recognise what prejudice means. Explain what it means to discriminate against someone.</p> <p>Recognise that prejudice and discrimination in any form are unacceptable.</p> <p><u>Self-care, Support and safety</u></p> <ul style="list-style-type: none"> ▪ Accidents and risks <p>Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). Identify some behaviours that might be risky.</p> <ul style="list-style-type: none"> ▪ Emergency situations <p>Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules). Explain how to report an accident in school.</p> <p>Identify examples of what is meant by an emergency. Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).</p> <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> ▪ Strong feelings <p>Recognise when others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p> <p><u>Changing and growing</u></p> <ul style="list-style-type: none"> ▪ Positive/unhealthy relationships <p>Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests). Describe the positive</p>	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive ▪
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		<p>qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p> <ul style="list-style-type: none"> ▪ Friendship <p>Identify occasions when we might need the support of friends. Give examples of how we can show support to our friends. Describe how we can let friends know that we need their help and support.</p> <p><u>Healthy lifestyles</u></p> <ul style="list-style-type: none"> ▪ Mental wellbeing <p>Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).</p> <ul style="list-style-type: none"> ▪ Physical activity <p>Identify our favourite forms of physical activity and exercise. Identify some of the benefits of being physically active, and possible consequences of inactivity</p> <ul style="list-style-type: none"> ▪ Body image <p>Describe our thoughts and feelings about how different bodies are portrayed in the media.</p> <p><u>The world I live in</u></p> <ul style="list-style-type: none"> ▪ Taking care of the environment <p>Recognise different ways of showing compassion to other living things (e.g. wildlife, pets)</p>	
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	Year 3	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> • Managing pressure <p>Explain what is meant by teasing, hurtful and bullying behaviour. Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. Recognise what is meant by peer pressure and peer influence.</p> <p><u>Self-care, Support and safety</u></p> <ul style="list-style-type: none"> • Keeping safe online and Gambling <p>Explain what is meant by social media and how people use social media. Recognise that not all information seen online is true. Explain how other people's identity online can be different from what it actually is in real life.</p> <ul style="list-style-type: none"> • Public and private <p>Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do. Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</p> <p><u>Managing feelings</u></p> <ul style="list-style-type: none"> • Romantic feelings and sexual attraction <p>Describe the difference between 'liking' someone and 'fancying' someone.</p> <p><u>Changing and growing</u></p> <ul style="list-style-type: none"> • Intimate relationships, consent and contraception <p>Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel.</p>	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive
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Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and inappropriate relationship behaviours in public places

- **Long term relationships/parenthood**

Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. Recognise that some relationships will end— meaning that a couple don't go out together, or live together any more. Identify whom we can talk to if we're worried about relationships changing/ ending.

Healthy lifestyles

- **Medicinal drugs**

Identify the difference between over the counter medicines and those prescribed by a doctor.

- **Drugs, alcohol and tobacco**

Identify some common legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.

The world I live in

- **Preparing for adulthood**

		<p>Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements. Describe different jobs that family members, friends and people in the community may do.</p> <ul style="list-style-type: none"> • Managing finances <p>Describe different ways in which people might acquire money. Identify some ways that money can be kept safe. Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.</p>	
<p>It's important to note in particular for Key stage 3 and 4 pupils many will need specific support at specific times for issues around puberty, changing bodies, and relationships this may involve re-teaching or teaching ahead of the curriculum plan, additionally this may also involve learning in contextualised environments. The learning and teaching for individual pupils will be necessarily require specific and highly individualised programs of study.</p> <p>As in previous Key Stages pupils will continue to receive support for communication and interaction with familiar and unfamiliar people and contexts.</p>			

- **Post-16**

Curriculum	Year	Topic or theme details	Resources and where this may be found in the curriculum week
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Pre-formal Curriculum	Year 1	<p><u>Health and Welbeing</u></p> <ul style="list-style-type: none"> • Body Image Responding to stimuli showing different images of young people. Respond to images of young people from pictures, TV and Social Media • Mental Wellbeing Respond to stimuli about things we like to do, which make us feel calm and relaxed. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Relationship values Respond with interest to stimuli with people we like or know. • Forming and maintain respectful relationship Respond to stimuli about different kinds of families and different kinds of relationships in families. <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Choices and pathways, work and career. Respond to stimuli about different jobs adults do. Respond to stimuli about transitions into adult care • Employment right and responsibilities and financial choices Respond to stimuli about the rules and routines Respond with curiosity of adult modelling the uses of money. 	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive ▪ Preparing for Adulthood. www.preparingforadulthood.org.uk
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| | | <ul style="list-style-type: none">• Independent living and preparing for adulthood <p>Respond to stimuli about adult life</p> <p>Respond with curiosity about different types of living arrangements.</p> | |
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Pre-formal Curriculum	Year 2	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Healthy Lifestyle Respond to stimuli showing different aspects of a healthy lifestyle Respond to stimuli about different kinds of food and drinks • Drugs, alcohol and tobacco Respond to stimuli about different health professionals and how they take care of us (Drs, dentist, nurses) Respond to stimuli about taking care of our body <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Bullying, abuse and discrimination Respond with curiosity stimuli about different positive relationships we have in our lives Respond to stimuli about different kinds of friendship • Keeping safe online Respond to stimuli about different ways of keeping safe online <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Choices and pathways, work and career. Respond to stimuli about different jobs adults do. Respond to stimuli about transitions into adult care 	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive ▪ Preparing for Adulthood. www.preparingforadulthood.org.uk
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		<ul style="list-style-type: none">• Employment right and responsibilities and financial choices Respond to stimuli about the rules and routines Respond with curiosity of adult modelling the uses of money.• Independent living and preparing for adulthood Respond to stimuli about adult life Respond with curiosity about different types of living arrangements.	
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<p>Pre-formal Curriculum</p>	<p>Year 3</p>	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Managing risk and personal safety Respond with curiosity about stimuli about what is meant about keeping safe. • Media literacy and digital resilience Respond with curiosity about stimuli about different ways of keeping safe online <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Contraception parenthood and consent Respond to stimuli about different kinds of relationships Respond to stimuli about parenthood • Sexual health Respond to stimuli with curiosity about the ways in which we change as we get older Respond to stimuli about romantic relationships <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Choices and pathways, work and career. Respond to stimuli about different jobs adults do. Respond to stimuli about transitions into adult care • Employment right and responsibilities and financial choices Respond to stimuli about the rules and routines Respond with curiosity of adult modelling the uses of money. 	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE Folder on TDrive ▪ Preparing for Adulthood. www.preparingforadulthood.org.uk ▪
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		<ul style="list-style-type: none">• Independent living and preparing for adulthood <p>Respond to stimuli about adult life</p> <p>Respond with curiosity about different types of living arrangements.</p>	
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Semi-formal Curriculum	Year 1	<p><u>Health and Welbeing</u></p> <ul style="list-style-type: none"> ▪ Body Image Identify or describe our thoughts and feelings about how different bodies are portrayed in the media ▪ Mental Wellbeing Identify or recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music). <p><u>Relationships</u></p> <ul style="list-style-type: none"> ▪ Relationship values Describe the difference between 'liking' someone and 'fancying' someone. ▪ Forming and maintain respectful relationship Give examples of different types and features of committed, long-term relationships. Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged). Identify what being in a family means <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> ▪ Choices and pathways, work and career. Describe different ways in which people might acquire money Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements ▪ Employment right and responsibilities and financial choices Describe in simple terms what money is and how it is used. Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money Identify what is meant by having rules in the work place, at home and in the wider world 	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE RSE Resources Folder on TDrive ▪ Preparing for Adulthood. www.preparingforadulthood.org.uk
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		<ul style="list-style-type: none">▪ Independent living and preparing for adulthood	
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Recognise different types of living arrangement, including adult care, residential care and living independently.

Explain what is meant by having a 'job'

Semi-formal Curriculum	Year 2	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Healthy Lifestyle Identify different ways that people can live a healthy lifestyle Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular checkups at the dentist are important). Describe our favourite foods and drinks, and give reasons for our choices. Identify foods we can eat all the time which are good for us. Identify foods that should only be eaten occasionally Drugs, alcohol and tobacco Identify the difference between over the counter medicines and those prescribed by a doctor. Identify some common legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs. <p><u>Relationships</u></p> <ul style="list-style-type: none"> Bullying, abuse and discrimination Explain what is meant by teasing, hurtful and bullying behaviour. Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. Recognise what is meant by peer pressure and peer influence Recognise what prejudice means. Explain what it means to discriminate against someone. Recognise that prejudice and discrimination in any form are unacceptable. 	<ul style="list-style-type: none"> Twinkl Previous Teaching plans found on TDrive Support for occupational/speech/physio therapy for specific programmes Autism Education Trust PSHE resource found on TDrive in PSHE Engagement Profile PSHE Association Resources PSHE RSE Resources Folder on TDrive Preparing for Adulthood. www.preparingforadulthood.org.uk
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- **Keeping safe online**

Explain what is meant by social media and how people use social media. Recognise that not all information seen online is true. Explain how other people's identity online can be different from what it actually is in real life

Living in the wider world

- **Choices and pathways, work and career.**

Describe different ways in which people might acquire money
Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements

- **Employment right and responsibilities and financial choices**

Describe in simple terms what money is and how it is used.
Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money
Identify what is meant by having rules in the work place, at home and in the wider world

- **Independent living and preparing for adulthood**

Recognise different types of living arrangement, including adult care, residential care and living independently.
Explain what is meant by having a 'job'

Semi-formal Curriculum	Year 3	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • Managing risk and personal safety Describe what is meant by personal safety. Describe some situations and behaviours in and out of school, which may not be safe or may entail risk. Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves • Media literacy and digital resilience Explain what is meant by social media and how people use social media. Recognise that not all information seen online is true. Explain how other people's identity online can be different from what it actually is in real life. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Contraception parenthood, consent and Sexual health Identify instances in the wider world when we might need to seek permission or receive consent. Demonstrate how to ask for permission (get consent) Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and inappropriate relationship behaviours in public places. <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Choices and pathways, work and career. Describe different ways in which people might acquire money 	<ul style="list-style-type: none"> ▪ Twinkl ▪ Previous Teaching plans found on TDrive ▪ Support for occupational/speech/physio therapy for specific programmes ▪ Autism Education Trust PSHE resource found on TDrive in PSHE ▪ Engagement Profile ▪ PSHE Association Resources ▪ PSHE RSE Resources Folder on TDrive ▪ Preparing for Adulthood. www.preparingforadulthood.org.uk ▪
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		<p>Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements</p> <ul style="list-style-type: none"> • Employment right and responsibilities and financial choices <p>Describe in simple terms what money is and how it is used. Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money Identify what is meant by having rules in the work place, at home and in the wider world</p> <ul style="list-style-type: none"> • Independent living and preparing for adulthood <p>Recognise different types of living arrangement, including adult care, residential care and living independently. Explain what is meant by having a 'job'</p>	
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Formal Curriculum	Year 1	<p><u>Health and Welbeing</u></p> <ul style="list-style-type: none"> Body Image Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality. Explain why some people might want to change the way they look. Recognise what is meant by body image. Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing. Explain what is meant by self-esteem. Describe some ways we can maintain self-esteem in relation to body image. Mental Wellbeing Explain the link between physical health and mental wellbeing. Recognise when we need help with mental health or emotional wellbeing and whom we can speak to. Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating) Describe some of the physical and mental health benefits of regular exercise <p><u>Relationships</u></p> <ul style="list-style-type: none"> Relationship values Give examples of when we might feel strong emotions. Describe some simple strategies we can use to feel and stay happy. Identify how we can help others who may be feeling unhappy. Identify whom to ask or tell if we are feeling unhappy and/or need help. Explain how part of growing up might be to experience strong feelings about people we like or fancy Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. 	<ul style="list-style-type: none"> Twinkl Previous Teaching plans found on TDrive Support for occupational/speech/physio therapy for specific programmes Autism Education Trust PSHE resource found on TDrive in PSHE Engagement Profile PSHE Association Resources PSHE RSE Resources Folder on TDrive Preparing for Adulthood. www.preparingforadulthood.org.uk
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Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.

- **Forming and maintain respectful relationship**

Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). Identify positive strategies to manage inappropriate behaviour towards us. Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices). Identify what we can do if we are worried or concerned about an unhealthy relationship

Living in the wider world

- **Choices and pathways, work and career.**

Identify our aspirations for adult life (which may or may not include employment and independent living). Describe the kind of job we might like to do when we are older and what we expect it to be like. Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice

Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team working skills).

- **Employment right and responsibilities and financial choices**

Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview)

Demonstrate enterprise skills (e.g. participation in a mini enterprise project)

- Independent living and preparing for adulthood**

Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation). Explain what strengths, skills and qualifications someone might need to do the jobs that interest us. Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing money

Identify what we can do if something we buy is faulty or we want to return it (our legal rights)

Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.

Formal Curriculum	Year 2	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Healthy Lifestyle Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. Identify some simple strategies to help make positive choices about our health and wellbeing Explain what we mean by a healthy, balanced diet. Describe some of the long term benefits of a healthy diet. Explain some of the risks of consuming food and drinks with high sugar or fat content. Drugs, alcohol and tobacco Identify some examples of over the counter medicines Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body. Identify how misusing substances/alcohol might impact on relationships. Identify when, why and how to ask for help in relation to drugs and alcohol <p><u>Relationships</u></p> <ul style="list-style-type: none"> Bullying, abuse, discrimination and Keeping safe online Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation) Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others 	<ul style="list-style-type: none"> Twinkl Previous Teaching plans found on TDrive Support for occupational/speech/physio therapy for specific programmes Autism Education Trust PSHE resource found on TDrive in PSHE Engagement Profile PSHE Association Resources PSHE RSE Resources Folder on TDrive Preparing for Adulthood. www.preparingforadulthood.org.uk
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Identify some of the ways in which pressure might be put on us by other people, including online. Describe ways we might challenge peer pressure. Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online. Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.

Living in the wider world

- **Choices and pathways, work and career.**

Identify our aspirations for adult life (which may or may not include employment and independent living). Describe the kind of job we might like to do when we are older and what we expect it to be like. Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice

Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team working skills).

- **Employment right and responsibilities and financial choices**

Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people). Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview)

Demonstrate enterprise skills (e.g. participation in a mini enterprise project)

- **Independent living and preparing for adulthood**

Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation). Explain what strengths, skills and qualifications someone might need to do the jobs that interest us. Explain what is meant by the terms

		<p>'afford', 'borrow' and 'lend' (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing money</p> <p>Identify what we can do if something we buy is faulty or we want to return it (our legal rights)</p> <p>Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p>	
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Formal Curriculum	Year 3	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Managing risk and personal safety Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road) Explain some steps we can take to take care of our own and other people's safety and wellbeing when out and about Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts). Describe how to call 999 in the case of an emergency. Media literacy and digital resilience Explain rules for keeping safe when using different social media platforms. Identify sources of advice and support, and ways to report online concerns. Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button) Identify sources of advice and support, and ways to report online concerns. Identify how to make safe, reliable choices from search results <p><u>Relationships</u></p> <ul style="list-style-type: none"> Contraception parenthood and consent sexual health Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent. Identify some of the responsibilities of being a parent. Identify 	<ul style="list-style-type: none"> Twinkl Previous Teaching plans found on TDrive Support for occupational/speech/physio therapy for specific programmes Autism Education Trust PSHE resource found on TDrive in PSHE Engagement Profile PSHE Association Resources PSHE RSE Resources Folder on TDrive Preparing for Adulthood. www.preparingforadulthood.org.uk
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possible reasons why people might choose to adopt or foster children or young people. Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement). Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.

Describe some forms of contraception, their correct use and where and how they can be accessed.

Living in the wider world

- **Choices and pathways, work and career.**

Identify our aspirations for adult life (which may or may not include employment and independent living). Describe the kind of job we might like to do when we are older and what we expect it to be like. Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice

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		<p>jobs that interest us. Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing money</p> <p>Identify what we can do if something we buy is faulty or we want to return it (our legal rights)</p> <p>Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p>	
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Forms for requests for withdrawing pupils from RSE

If a parent wishes to withdraw their child from RSE they should use this form, and email it to admin@caa.cumbria.sch.uk. Parents will be invited into School to discuss this request and non-verbatim record of the discussion will be recorded on the form, and then shared with parents.

Request to withdraw pupil from RSE Education



To be completed by parents

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			
Parental signature			

Actions from the request to withdraw pupil from RSE Education

Agreed actions from discussion with parents	<ul style="list-style-type: none"> For example Pupil X will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom
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