






EMERGE SCHOOL

PSHE Including RSE Policy

2025 - 2026

 **Our Vision:** *A culture rooted in safety, where people feel seen, heard, included, and connected through authentic relationships.*

 **Our Mission:** *To create a safe and nurturing environment where everyone feels a sense of belonging, is empowered in their growth and learning, and is encouraged to embrace who they are and who they aspire to become.*

 **Our Values:** *At Emerge School, our values are the foundation of who we are, how we work, and what we believe in. They shape how we support young people and how we support each other.*

We are proud to uphold these four core values:



Voice: *empowering every voice to speak, shape and be heard*



Connection: *rooted in relationships, thriving through authenticity*



Growth: *evolving with purpose, innovating with heart*



Inclusion: *where every story begins, and every person matters*

Excel & Emerge Care was created to give children and young people with complex needs a safe, supportive place to grow and heal. Through residential care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish

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1. INTRODUCTION

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

At Emerge we endeavour to teach the core of the 3D PSHE scheme and tailor it to meet the needs of our learning as the majority of our students will have SEMH needs as a primarily need. This will be taught weekly, but a PSHE approach will be threaded through the whole approach at Emerge, in-line with the ethos and values of the school.

PSHE is a non-statutory subject, this allows teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

DfE: Personal, Social, Health and Economic (PSHE) Education guidance, 2020

The Emerge PSHE education Policy also encompasses the following policies:-

- Sex and Relationships Education (SRE) - Appendix 1
- Drug and Alcohol Education including The Management of Drug Related Incidents - Appendix 2

1. AIMS FOR PSHE EDUCATION

PSHE (Personal, Social, Health and Economic) education aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE education covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing and safety.

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at Emerge school for opportunities, responsibilities and experiences of later life.'

PSHE education makes a significant contribution to the Prevent agenda and to Safeguarding Children and Young People KCSIE September 2025. It also supports children and young people's Spiritual, Moral, Social and Cultural Development.

At Emerge, PSHE education is enhanced by a supportive school ethos where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning. This links strongly with our mission statement '*Learning Today for a Better Tomorrow.*' It is also in-line with the **relational support approach** in which Emerge School follows to ensure the best outcomes for our children.

Across our school, PSHE education is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE education has an equal priority with other learning. We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed to keep themselves healthy and safe whilst preparing them for life and work. The 3D Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

2. Well-being scale

The Well-being scale is used throughout the school as a teaching point throughout the day to support identify, regulating and managing their emotions, this approach is incorporated into the relational support Policy. The scale is sometimes adapted to meet the needs of individual pupils and classes.

Well-Being Scale			
Progression	I feel...	My teacher will...	I am going to try...
5 I need some help	<ul style="list-style-type: none"> • Unsafe • Upset • Frightened • Frustrated • Agitated • Angry • Out of control 	<ul style="list-style-type: none"> - Talk to me to find out what is upsetting me and work through strategies to help me regulate - Keep me active with outdoor exercise - Walk and talk to me - Encourage me to keep a journal to log my thoughts - Support and reassure me so that I feel safe 	<ul style="list-style-type: none"> - To remain calm until I have spoken to my teacher - Ask to take a break - Take some deep breaths - To stay safe in my classroom - Use my time out card - Move to a safe space
4 I am feeling upset	<ul style="list-style-type: none"> • Worried • Unhappy • Would like to talk • Uneasy • Anxious • Sad 	<ul style="list-style-type: none"> - Check how I'm feeling and help me to feel better - Implement daily circle time to discuss issues and help me understand my feelings and behaviours - Use mindfulness techniques to help me feel relaxed 	<ul style="list-style-type: none"> - To think about what is upsetting me and share with an adult - Use my timeout card - To use mindfulness techniques to help me calm down
3 I've got a small problem	<ul style="list-style-type: none"> • Calm • Little emotion • Nervous • Restless • Unsure • Tense 	<ul style="list-style-type: none"> - Check how I am feeling - Help me to build resilience using coping strategies - Help me to recognise my emotions and what they mean - Encourage me to talk 	<ul style="list-style-type: none"> - To express my feeling using the well-being scale - Let a teacher know if I have a problem and need help - To be resilient - To think about why I may be feeling this way
2 Things are pretty good	<ul style="list-style-type: none"> • Good • Happy • Focused • Content • Relaxed 	<ul style="list-style-type: none"> - High five in the sky - Encourage me to keep active, eat and sleep well - Continue to reinforce positivity, praise and recognition 	<ul style="list-style-type: none"> - Keep trying my best and focus on learning - To stay active, eat and sleep well to feel great - To encourage others to be positive and do the right thing
1 I am feeling great	<ul style="list-style-type: none"> • Confident • Brave • Motivated • Energised • Positive 	<ul style="list-style-type: none"> - Thumbs up from my teacher/High five in the sky - Reward positive behaviours with acknowledgement on the recognition board - Award dojos 	<ul style="list-style-type: none"> - Keep going above and beyond - Enjoy the feeling and have fun - To help others to overcome their worries

At Emerge, we aim to:

- Establish clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries, supported by the Positive Behaviour Approach
- Using distancing techniques, including depersonalised discussions, role play and drama in education
- Using clear language (Name of pupil initially) that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Dealing with unexpected questions and comments from children and young people sensitively
- Building on children and young people's knowledge and experiences.
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving.
- Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge.
- Allowing time for children and young people to reflect and consolidate their learning.
- Having high expectations of children and young people's achievement and behaviour.

- Providing bespoke packages of support for pupils at Emerge, whether it is differentiated, reasonable adjustments or additional support. This could differ from day to day, depending on the needs of individuals.



3. CURRICULUM CONTENT

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:-

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community, this allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

At Emerge, the 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

At Emerge, the 3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to: -

- Live healthy lifestyles.
- Address personal hygiene.
- Develop an awareness of changing and growing.
- Deal with different emotions in an appropriate way.
- Keep safe.
- Communicate well with others and work as a team.
- Define, identify and know how to respond to bullying.
- Know where and how to seek help when needed.
- Treat everybody with respect.
- Form and build positive relationships.
- Understand the reasons for rules, and their responsibility to keep them.

- Learn about their responsibility in caring for others.
- Be active in their own learning.
- Be active within their community.
- Manage money well.
- Keep safe online.
- Self-assess and identify their strengths and weaknesses.
- Know how to make emergency calls.
- Know basic First Aid.
- Work collaboratively and respectfully.
- Appreciate diversity.
- Empathise with other points of view.
- Express opinions clearly.
- Understand the changes that occur in puberty.
- Develop strategies for managing changing emotions.
- Transition.
- Identity.
- Evaluating Self and Others.
- Communication.
- Connections.
- Abusive Relationships.
- Sex and Gender.
- Values.
- Personal Finance.
- First Aid.
- Managing Change.
- Food and Health.
- Language and Behaviour.
- Complex Bullying Together with a major focus of school inspections, 'Modern Britain', 3D PSHE will help pupils 'develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain'.

We teach PSHE (Personal, Social, Health and Economic) education through:

- Timetabled weekly discreet sessions.
- Family lunch-enhancing social skills/interaction.
- Meet & greet- supporting being valued.
- Positive behaviour policy approach.
- Teaching of the well-being scale incorporated into the class to ensure pupils can identify and begin to regulate their own emotions.
- Cross-curricular learning and activities (for example, in Science and RE)
- Visitors (for example Police and Fire Service visits, inspirational speakers, health services)
- Themed days (for example, 'Good to be me' day/ Wellbeing week)
- Enrichment opportunities and school/ class celebration Assemblies
- Therapeutic programme.
- Nurturing approach.

PSHE is also taught discreetly throughout each day as it is a core subject for the pupils at Emerge school and fully supports British values.



Embrace Mindful Empathic Recovery Growth Empower
 'Learning Today for a Better Tomorrow'

PSHE 3D – KS1 Year 2

3D PSHE Coverage Matrix Key Stage 1 (year 2)	
Rules and Responsibilities	
<ul style="list-style-type: none"> Understand the reason why we have rules Learn about rules as expectations Understand to agree and follow rules for their group and classroom Recognise why rules and expectations are important I can recognise how my behaviour affects other people I can recognise right and wrong, what is fair and unfair and explain why I can recognise the difference between good and bad choices I can recognise the difference between right and wrong and what is fair and unfair Listen to, reflect on and respect other people's views and feelings Consider ways of looking after the school or community and how to care for the local environment Identify the importance of rules and be able to say why rules applying to them are necessary Express views and take part in decision-making activities to improve their immediate environment or community Take turns and share as appropriate Suggest rules that would improve things for the common good Be able to take turns Agree and follow rules for a collaborative game I can consider ways of looking after the school or community and how to care for the local 	
Keeping Safe	
<ul style="list-style-type: none"> Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Learn about who to go to for help and advice I can recognise what I like and dislike I can recognise what I like and dislike I can recognise that there are people who care for and look after me I can identify different relationships that I have and why these are important I can seek help from an appropriate adult when necessary I can recognise and respond to different issues of safety relating to myself and others and how to get help 	
Family and Friends	
<ul style="list-style-type: none"> Know how the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Learn how to develop positive relationships with peers Recognise that family and friends should care for each other I can listen to and show consideration for other people's views I can listen to, reflect on and respect other people's views and feelings Identify and respect the differences and similarities between people I can identify different relationships that I have and why these are important I can recognise how attitude and behaviour, including bullying, may affect others 	
Communication	
<ul style="list-style-type: none"> Learn about the conventions of courtesy and manners Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings Recognise and communicate feelings to others Learn how to share their views Recognise, name and deal with their feelings in a positive way Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations Learn about making positive choices and how they can lead to happiness 	



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PSHE 3D – KS1 Year 2

PSHE 3D MEDIUM TERM PLAN		
Lesson 1	Friendship – Hola! Bonjour! – Should countries form positive relationships? Why?	NC Objectives
Unit 4 (L2)	<ul style="list-style-type: none"> I can recognise that there are people who care for and look after me I can identify different relationships that I have and why these are important I can develop positive relationships through work and play I can recognise how attitude and behaviour, including bullying, may affect others I can listen to and show consideration for other people's views I can listen to, reflect on and respect other people's views and feelings 	<ul style="list-style-type: none"> Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships
Family and Friends	Friendship	
Friendship	Hola! Bonjour!	
	Questions: What could happen if countries were friendlier towards each other (or the opposite)?	
Lesson 2	Friendship – Share Alike – What do expect when you share something?	NC Objectives
Unit 4 (L4)	<ul style="list-style-type: none"> I can recognise that there are people who care for and look after me I can develop positive relationships through work and play I can listen to and show consideration for other people's views I can listen to, reflect on and respect other people's views and feelings I can work and play independently and in groups, showing sensitivity to others I can recognise the difference between right and wrong and what is fair and unfair 	<ul style="list-style-type: none"> Learn about the importance of sharing as part of friendship and kindness
Family and Friends	Friendship	
Friendship	Share Alike	
	Questions: How can you be generous? What was the last thing you shared and with whom? Was it by choice?	
	Resources: The Birthday Story Sweets	
Lesson 3	Fair and Unfair – It's Not Fair! – Is it fair that we have different colour eyes?	NC Objectives
Unit 3 (L1)	<ul style="list-style-type: none"> I can recognise right and wrong, what is fair and unfair and explain why I can recognise the difference between right and wrong and what is fair and unfair 	<ul style="list-style-type: none"> Recognise what is fair and unfair Learn to take part in discussions with the whole class
Fairness	Fair and Unfair	
Fair and Unfair	It's Not Fair!	
	Questions: How would you define the word 'unfair'? Can you give an example of when you thought something wasn't fair?	
	Resources: Statement cards, Music for 'Pass the Parcel' type game Box for 'fair' and 'unfair' statement cards	

Emerge Curriculum Maps for PSHE education can be found in Appendix 3 alongside an example of Medium Term Planning. These detail the programmes of study, themes and whole school PSHE events.

4. Relationships Education (Statutory)

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

- 3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.
- Our school's careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. Pupils learn how to taking turns, how to treat each other with kindness, consideration, respect, the importance of honesty and truthfulness, permission seeking, giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary school.
- 3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.
- 3D PSHE's Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for active citizenship.
- Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Pupils also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies, this also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

5. Sex Education

Sex Education is not statutory in primary the sector.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

- We use the 3D Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls are prepared for the changes that

adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

- We consult parents before their children start Year 6 about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.
- Parents have the right to withdraw their children from our sex education in certain areas. Our Headteacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The Headteacher will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher, these detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

6. SAFEGUARDING AND CONFIDENTIALITY

Teachers and other adults involved in PSHE (Personal, Social, Health and Economic) education will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy and must always follow this. Where an adult believes a child may be at risk, they will report to the Designated Safeguarding Officer for advice (Sarah Mason) or Deputy DSLs (Cath Lawton)

The school will ensure that:

- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are encouraged to talk to their parents or carers and given support to do so

7. PASTORAL SUPPORT

As part of the Emerge pastoral programme, the school will endeavour to identify and support those children and young people who are more vulnerable. Additional support for these pupils will be via any appropriate support that may be necessary. We seek to work in partnership with parents and carers to provide effective PSHE education and support for children and young people. The school's PSHE education programme, 3D endeavours to complement and support parents' and carers' roles. This is done by parent/carer information evenings and curriculum information provided on our website.

8. APPENDICES

SEX AND RELATIONSHIPS EDUCATION (SRE) – Appendix 1

RATIONALE

All schools must have an up-to-date SRE policy which is made available for inspection and to parents. The policy must:

- Define sex and relationship education.
- Describe how sex and relationship education is provided and who is responsible for providing it.
- Say how sex and relationship education is monitored and evaluated.
- Include information about parents' right to withdrawal; and
- Be reviewed regularly.

Sex and Relationship Education Guidance (DfE, 2020)

Effective sex and relationship education is essential if children and young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in PSHE (Personal, Social, Health and Economic) education.

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects. Children cannot be withdrawn from this aspect of 'sex education'.

STATUTORY REQUIREMENTS

Where applicable for primary aged pupils at Emerge, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

We have chosen to follow the National Curriculum guidance for teaching in this curriculum area as we are expected to offer all pupils a curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum *such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals*.

AIMS

Education about relationships aims to 'explore attitudes and values with our children about relationships, emotions, self-esteem and personal safety.' Children will develop skills to make positive decisions about their health-related behaviour. During SRE our children will develop emotional, social and cultural outlooks, and involve learning about positive relationships, sharing information including online, positive emotional and mental wellbeing, healthy lifestyles, diversity and personal identity to promote a positive attitude to growing up.

The aims of Sex/Relationships and Health Education (SRHE) at Emerge is to:

- Provide a framework in which sensitive discussions can take place.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy
- Prepare pupils for the changes that adolescence brings and support their emotional and physical development effectively throughout their transitions within school.

OBJECTIVES

Our school aims to provide a graduated age appropriate SRE programme emphasising the social and emotional aspects of relationships.

Education about relationships for our pupils will focus on the development of their physical, moral and emotional development, stable and loving relationships, respect, love and care and is broken down into 3 main elements:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict; and learning how to recognise and avoid exploitation and abuse.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life and stable and loving relationships for the nurture of children. Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

SRE will teach our pupils to understand:

- The range of self and other feelings
- The importance of personal safety and what to do or whom to go to when feeling unsafe.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media
- To be prepared for puberty and adulthood, including physical and emotional changes that take place during puberty, including menstruation, conception, pregnancy and birth

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

- Families and people who care for me
- Caring friendships
- Respectful relationships.
- Online relationships.
- Being safe.

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

CURRICULUM CONTENT AND IMPLEMENTATION

Sex and relationship education is delivered through science, RE, PSHE, computing, English activities, and circle time.

The PSHE (Personal, Social, Health and Economic) education scheme of work for SRE (Sex and Relationships Education) can be found in Appendix 3 and 4. This is taught by classroom teachers, teaching assistants (if appropriate), outside visitors, such as nurses and other health professionals. A range of teaching methods include use of video, discussion, looking at case studies, drama and role-play, this is generally delivered in mixed gender groups; however, there will be occasions where single gender groups are more appropriate and relevant.

ROLES AND RESPONSIBILITIES

Staff –

Relationship education will be taught by a member of class-based staff.

Sex Education will be taught by a teacher or medical professional. The Curriculum leader will also invite visitors from outside the provision, such as school nurses or sexual health professionals, to provide support and training to staff teaching S/RHE where necessary.

Staff are responsible for:

- Delivering RHE in a sensitive way.
- Modelling positive attitudes to S/RHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of S/RHE.
- Use appropriate pathways (Safeguarding flow chart) to report any disclosures.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Headteacher or Inclusion Lead.

Pupils –

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

With inclusion at the heart of all teaching and learning at Emerge, lessons are differentiated and personalised to care for the needs of all learners, including those with SEND. We are mindful of preparing SEND pupils for adult outcomes, as set out in the SEND Code of Practice. We are committed to ensuring that our RSE lessons are developmentally and age appropriate and delivered with reference to the law.

We recognise that some pupils are more vulnerable to exploitation and bullying due to the nature of their SEND. S/RHE is a particularly important curriculum subject for those pupils with Social, Emotional and Mental Health needs or learning disabilities. These factors are taken into consideration when designing and teaching lessons and tailored specifically to meet the needs of all learners.

RIGHT TO WITHDRAW

Parents/ Carers do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE only. At Emerge, we do not teach any non-statutory elements of Relationships and Sex Education and therefore, parents/ carers are not able to withdraw their children from any part of the curriculum currently taught.

SAFEGUARDING AND CONFIDENTIALITY

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and what is not acceptable in a relationship, may lead to disclosure of a child protection issue

- The staff member will inform the Headteacher/ designated child protection person in line with procedures of the school following the safeguarding flow chart.
- A member of staff cannot promise confidentiality if concerns exist and needs to make this clear to the pupil who is disclosing.

MONITORING, ASSESSING AND REVIEWING

To ensure that the policy is adhered to and is effective, it will be reviewed and evaluated regularly by the Curriculum team. This delivery of S/RHE will be monitored through, lesson observations, planning scrutinise and feedback from pupils and parents/ carers. Pupils' development in S/RHE is monitored by class teachers as part of our internal assessment systems.

DRUG AND ALCOHOL EDUCATION POLICY (Including the Management of Drug Related Incidents) – Appendix 2

RATIONALE

The definition of a drug given by the United Nations Office on Drugs and Crime is a substance people take to change the way they think, feel or behave.

This includes:

- all legal drugs including alcohol, tobacco and volatile substances.
- all over the counter and prescription medicines.
- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)

Drug education is an entitlement for all children and young people and is supported by Section 351 of the Education Act 1996 which requires every school, including Pupil Referral Units, to provide a balanced curriculum which:

- Promotes the spiritual, moral cultural, mental and physical development of pupils at the school and of society.

- Prepares pupils at the school for the opportunities, responsibilities and experience of adult life.

Drug education should be delivered through well planned PSHE (Personal, Social, Health and Economic) education and Citizenship provision with reference to *DfE and ACPO drug advice for Schools, 2012*.

AIM

To give our children and young people the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives.

OBJECTIVES

At Emerge, Drug and alcohol education:

1. Increases children and young people's **knowledge** and understanding and clarifies misconceptions about:
 - the short and long-term effects and risks of drugs (including medication)
2. Develops children and young people's personal and social **skills** to make informed decisions and keep themselves safe and healthy, including:
 - assessing, avoiding and managing risk.
 - communicating effectively.

CURRICULUM CONTENT

See Appendix 5 for Drug and Alcohol Education Scheme of Work and lesson objectives.

DEALING WITH DRUG AND ALCOHOL RELATED INCIDENTS

The possession, use or supply of illegal and other unauthorised drugs by **anybody** within our schools' boundaries is unacceptable. Drug incidents could involve suspicions, observations, disclosures or discoveries of situations involving illegal and other unauthorised drugs.

The school works closely with the police and would report any suspicions of illegal drug misuse to them.

Emerge seeks to work in partnership with multi-agency professionals and parents/carers to provide effective drug and alcohol education and support for children and young people. Parents/ carers need to know that the school's drug and alcohol education programme will complement and support their role and understand the school expectations and procedures for managing drug incidents.

3D PSHE Scheme of Work - Appendix 3

	Curriculum Matrix		
	Health and Wellbeing	Relationships	Living in the Wider World
KS1 – Year 1 & 2	<p>Healthy Lifestyles Healthy Eating Physical Activity Exercise</p> <p>Hygiene Dental Hygiene Washing Hands Keeping Clean Skin</p> <p>Changing and Growing Similarities and Differences The Human Body Growing Up Changing Needs Responsibility Emotions</p> <p>Emotions Happiness Anger Love Sadness Consequences Aspirations</p> <p>Keeping Safe Sun Safety Road Safety Drug Safety Personal Safety Emotional Safety Internet Safety Staying Safe</p>	<p>Communication Feelings Responses Opinions Co-Operation Good Manners</p> <p>Bullying Definition Unkindness Behaviour</p> <p>Fairness Fair and Unfair Comparisons Behaviour Right and Wrong Teasing Kindness</p> <p>Family and Friends Friendship Family</p>	<p>Rules and Responsibilities Rules/ Expectations Taking Turns Lending/ Borrowing Sharing Caring</p> <p>Communities Our School Belonging Local Citizenship</p> <p>Money and Finance Money Choices Enterprise</p> <p><i>The Colour Monster</i> Moods and feelings represented through colour and music Making monsters Write a comforting letter</p>
Lower KS2	<p>Physical, Emotional and Mental</p> <p>Healthy Lifestyles A Balanced Approach Physical Exercise Lifestyle Choices Sleep</p> <p>Nutrition and Food A Balanced Diet Working with Food</p> <p>Aspirations Identified Strengths Setting Goals</p> <p>Emotions Loss/ Separation Family Changes Feelings Self-Respect</p> <p>Safety E-Safety Online Privacy Internet Use</p> <p>Growing and Changing Before Puberty</p>	<p>Communication Clear Messages How to Listen Responding to Others Expressing Opinions</p> <p>Collaboration Working Together Shared Goals</p> <p>Bullying Reactions Self-Worth Persistence and Resilience Negative Persistence</p> <p>Similarities and Differences Connections Family Links Religious Views</p> <p>Healthy Relationships Friendship</p>	<p>Rules and Responsibilities Rules Thinking Ahead Taking the Lead</p> <p>Collaboration Different Communities School Communities</p> <p>Discrimination Gender Stereotypes</p> <p>Economic Awareness Money Choices Managing Money</p>

	Visible Changes First Aid How to Help Emergency Calls		
Upper KS2	Health Physical, Emotional and Mental Healthy Lifestyles Physical Illness Healthy Minds Immunisation Nutrition and Food Food Choices Cooking Aspirations Identified Strengths Setting Goals Emotions Death and Grief Managing Conflict Safety Drugs Alcohol Tobacco Substance Abuse Basic First-Aid Internet Safety	Communication Confidentiality Listening Responding Collaboration Teamwork Shared Goals Community Spirit Similarities and Differences Race and Ethnicity Gender Stereotypes Culture Healthy Relationships Physical Contact Support and Care Marriage Mental Wellbeing Online Relationships	Rules and Responsibilities Structure Law and Order U.N Rights Diversity Community Event Economic Awareness Budgeting Consumer Sense Enterprise Generating Income Raising Money

Key Stage 3 -Year 7	My Identity	Personal Strengths Self-Confidence and Self- Esteem Personal Qualities Personal Skills Personal Achievements
	Evaluating Self and Others	Self-Reflection Accepting Feedback Influences on Self-Esteem
	Communication	Active Listening Persuasion Negotiation Motivational Speaking
	Connections	Different Relationships Healthy and Unhealthy Relationships Media Portrayal of Relationships Trustworthiness
	Abusive Relationships	Bullying Online Bullying
	Sex, Gender and Sexual Orientation	Dignity for All
	Core Values	Beliefs and Values British Values
	Personal Finance	Budgeting Gambling Consequences of Gambling
Key Stage 3 – Year 8	First Aid and Life-Saving Skills	Emergency Contacts Basic First Aid
	Managing Change	Mental and Emotional Health Growing and Changing Adolescence Life Changes
	Food and Health	Food Types

		<p>A Balanced Diet Eating Disorders Eating Choices Dental Health</p>
	Language and Behaviour	<p>Discrimination Challenging Bullying Peer Pressure Peer Approval</p>
	Complex Forms of Bullying	<p>Prejudicial Bullying Online Bullying</p>
	Connections	<p>Marriage and Committed Relationships When Relationships End</p>
	Diversity	<p>Similarities and Differences Stereotyping Responding to Prejudice Dealing with Discrimination</p>
	E-Safety	<p>E-Safety Online Risks Privacy Settings</p>
	Radicalisation	<p>Features of Extremism Vulnerability</p>
	Democracy	<p>Who's in Charge?</p>

End of Unit Objectives – Appendix 4

By the end of KS1, pupils should know (taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

TOPIC	PUPILS SHOULD KNOW
Health and Wellbeing	<ol style="list-style-type: none"> 1. Physical Wellbeing – Healthy Lifestyles <ul style="list-style-type: none"> - about what keeping healthy means; different ways to keep healthy - about foods that support good health and the risks of eating too much sugar - about how physical activity helps us to stay healthy; and ways to be physically active everyday - about why sleep is important and different ways to rest and relax - simple hygiene routines that can stop germs from spreading - that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy - about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health - how to keep safe in the sun and protect skin from sun damage - about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV - about the people who help us to stay physically healthy 2. Mental Health <ul style="list-style-type: none"> - about different feelings that humans can experience - how to recognise and name different feelings - how feelings can affect people’s bodies and how they behave - how to recognise what others might be feeling - to recognise that not everyone feels the same at the same time, or feels the same about the same things - about ways of sharing feelings; a range of words to describe feelings - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) - different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good - to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better 3. Ourselves, growing and changing <ul style="list-style-type: none"> - to recognise what makes them special - to recognise the ways in which we are all unique - to identify what they are good at, what they like and dislike - how to manage when finding things difficult - to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) - about growing and changing from young to old and how people’s needs change - about preparing to move to a new class/year group 4. Keeping safe <ul style="list-style-type: none"> - about rules and age restrictions that keep us safe - to recognise risk in simple everyday situations and what action to take to minimise harm - about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) - that household products (including medicines) can be harmful if not used correctly - ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely - about the people whose job it is to help keep us safe - basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them - about what to do if there is an accident and someone is hurt - how to get help in an emergency (how to dial 999 and what to say) 5. Drugs, Alcohol and Tobacco

	<ul style="list-style-type: none"> - about things that people can put into their body or on their skin; how these can affect how people feel
<p>Relationships</p>	<ol style="list-style-type: none"> 1. Families and close positive relationships <ul style="list-style-type: none"> - about the roles different people (e.g. acquaintances, friends and relatives) play in our lives - to identify the people who love and care for them and what they do to help them feel cared for - about different types of families including those that may be different to their own - to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them - unhappy or worried 2. Friendships <ul style="list-style-type: none"> - about how people make friends and what makes a good friendship - about how to recognise when they or someone else feels lonely and what to do - simple strategies to resolve arguments between friends positively - how to ask for help if a friendship is making them feel unhappy 3. Managing hurtful behaviour and bullying <ul style="list-style-type: none"> - that bodies and feelings can be hurt by words and actions; that people can say hurtful things online - about how people may feel if they experience hurtful behaviour or bullying - that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult 4. Safe relationships <ul style="list-style-type: none"> - to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private - that sometimes people may behave differently online, including by pretending to be someone they are not - how to respond safely to adults they don't know - about how to respond if physical contact makes them feel uncomfortable or unsafe - about knowing there are situations when they should ask for permission and also when their permission should be sought - about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) - basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe - what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard 5. Respecting self and others <ul style="list-style-type: none"> - about what is kind and unkind behaviour, and how this can affect others - about how to treat themselves and others with respect; how to be polite and courteous - to recognise the ways in which they are the same and different to others - how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them
<p>Living in the Wider World</p>	<ol style="list-style-type: none"> 1. Shared responsibilities <ul style="list-style-type: none"> - about what rules are, why they are needed, and why different rules are needed for different situations - how people and other living things have different needs; about the responsibilities of caring for them - about things they can do to help look after their environment 2. Communities <ul style="list-style-type: none"> - about the different groups they belong to - about the different roles and responsibilities people have in their community - to recognise the ways they are the same as, and different to, other people 3. Media literacy & digital resilience <ul style="list-style-type: none"> - about how the internet and digital devices can be used safely to find things out and to communicate with others - about the role of the internet in everyday life - that not all information seen online is true 4. Economic wellbeing: Money <ul style="list-style-type: none"> - what money is; forms that money comes in; that money comes from different sources - that people make different choices about how to save and spend money

	<ul style="list-style-type: none"> - about the difference between needs and wants; that sometimes people may not always be able to have the things they want - that money needs to be looked after; different ways of doing this <p>5. Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> - that everyone has different strengths - that jobs help people to earn money to pay for things - different jobs that people they know or people who work in the community do - about some of the strengths and interests someone might need to do different jobs
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By the end of KS2, pupils should know (taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

TOPIC	PUPILS SHOULD KNOW
Health and Wellbeing	<p>1. Physical Wellbeing – Healthy Lifestyles</p> <ul style="list-style-type: none"> - how to make informed decisions about health - about the elements of a balanced, healthy lifestyle - about choices that support a healthy lifestyle, and recognise what might influence these - how to recognise that habits can have both positive and negative effects on a healthy lifestyle - about what good physical health means; how to recognise early signs of physical illness - about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. - how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle - about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn - that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it - how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed - how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) - about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer - about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online - how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health <p>2. Mental Health</p> <ul style="list-style-type: none"> - that mental health, just like physical health, is part of daily life; the importance of taking care of mental health - about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing - to recognise that feelings can change over time and range in intensity - about everyday things that affect feelings and the importance of expressing feelings - a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; - strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations - to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement - problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools <p>3. Ourselves, growing and changing</p> <ul style="list-style-type: none"> - about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) - that for some people gender identity does not correspond with their biological sex

	<ul style="list-style-type: none"> - to recognise their individuality and personal qualities - to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth - about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking - to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction - about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) - about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene - about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for - about where to get more information, help and advice about growing and changing, especially about puberty - about the new opportunities and responsibilities that increasing independence may bring - strategies to manage transitions between classes and key stages <p>4. Keeping safe</p> <ul style="list-style-type: none"> - reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming - how to predict, assess and manage risk in different situations - about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe - about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) - strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about - about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact - about what is meant by first aid; basic techniques for dealing with common injuries - how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say - that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk <p>5. Drugs, Alcohol and Tobacco</p> <ul style="list-style-type: none"> - about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break - to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others - about why people choose to use or not use drugs (including nicotine, alcohol and medicines); - about the mixed messages in the media about drugs, including alcohol and smoking/vaping - about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
<p>Relationships</p>	<p>1. Families and close positive relationships</p> <ul style="list-style-type: none"> - to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) - that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different - about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong - that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart - that a feature of positive family life is caring relationships; about the different ways in which people care for one another - to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability - to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

	<ul style="list-style-type: none"> - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice <p>2. Friendships</p> <ul style="list-style-type: none"> - about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing - what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships - to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face - the importance of seeking support if feeling lonely or excluded - that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them - strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others - how friendships can change over time, about making new friends and the benefits of having different types of friends - that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely - to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <p>3. Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> - about the impact of bullying, including offline and online, and the consequences of hurtful behaviour - strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support - about discrimination: what it means and how to challenge it <p>4. Safe relationships</p> <ul style="list-style-type: none"> - about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); - about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns - how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know - recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact - about seeking and giving permission (consent) in different situations - about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret - how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this - where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <p>5. Respecting self and others</p> <ul style="list-style-type: none"> - that personal behaviour can affect other people; to recognise and model respectful behaviour online - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships²² - about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own - how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
<p>Living in the Wider World</p>	<p>1. Shared responsibilities</p> <ul style="list-style-type: none"> - to recognise reasons for rules and laws; consequences of not adhering to rules and laws - to recognise there are human rights, that are there to protect everyone - about the relationship between rights and responsibilities - the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

	<ul style="list-style-type: none"> - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <p>2. Communities</p> <ul style="list-style-type: none"> - about the different groups that make up their community; what living in a community means - to value the different contributions that people and groups make to the community - about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities - about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes - about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <p>3. Media literacy & digital resilience</p> <ul style="list-style-type: none"> - recognise ways in which the internet and social media can be used both positively and negatively - how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results - about some of the different ways information and data is shared and used online, including for commercial purposes - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images - about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation <p>4. Economic wellbeing: Money</p> <ul style="list-style-type: none"> - about the different ways to pay for things and the choices people have about this - to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' - that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) - to recognise that people make spending decisions based on priorities, needs and wants - different ways to keep track of money - about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe - about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations - to identify the ways that money can impact on people's feelings and emotions <p>5. Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes - that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life - about stereotypes in the workplace and that a person's career aspirations should not be limited by them - about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) - that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid - about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation - to identify the kind of job that they might like to do when they are older - to recognise a variety of routes into careers (e.g. college, apprenticeship, university)
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By the end of KS3, pupils should know (taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

TOPIC	PUPILS SHOULD KNOW
<p>Health and Wellbeing</p>	<ol style="list-style-type: none"> 1. Self-Concept <ul style="list-style-type: none"> - how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing - to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) - the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health - simple strategies to help build resilience to negative opinions, judgements and comments - to recognise and manage internal and external influences on decisions which affect health and wellbeing 2. Mental Health and Emotional Wellbeing <ul style="list-style-type: none"> - how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary - the characteristics of mental and emotional health and strategies for managing these - the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns - strategies to understand and build resilience, as well as how to respond to disappointments and setbacks - a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support - the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible - how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need 3. Healthy Lifestyles <ul style="list-style-type: none"> - the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities - the benefits of physical activity and exercise for physical and mental health and wellbeing - the importance of sleep and strategies to maintain good quality sleep - to recognise and manage what influences their choices about physical activity - the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices - what might influence decisions about eating a balanced diet and strategies to manage eating choices - the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society - strategies for maintaining personal hygiene, including oral health, and prevention of infection - how to access health services when appropriate - the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM 4. Drugs, Alcohol and Tobacco <ul style="list-style-type: none"> - the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics - to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use - strategies to manage a range of influences on drug, alcohol and tobacco use, including peers - information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use - the personal and social risks and consequences of substance use and misuse including occasional use - the law relating to the supply, use and misuse of legal and illegal substances

	<ul style="list-style-type: none"> - about the concepts of dependence and addiction including awareness of help to overcome addictions <p>5. Managing Risk and Personal Safety</p> <ul style="list-style-type: none"> - how to identify risk and manage personal safety in increasingly independent situations, including online - ways of assessing and reducing risk in relation to health, wellbeing and personal safety - the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling - how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators <p>6. Puberty and Sexual Health</p> <ul style="list-style-type: none"> - strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing - about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) - that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
Relationships	<p>1. Positive relationships</p> <ul style="list-style-type: none"> - about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them - indicators of positive, healthy relationships and unhealthy relationships, including online - about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation - the difference between biological sex, gender identity and sexual orientation - to recognise that sexual attraction and sexuality are diverse - that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion - how the media portrays relationships and the potential impact of this on people's expectations of relationships - that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex <p>2. Relationship Values</p> <ul style="list-style-type: none"> - to clarify and develop personal values in friendships, love and sexual relationships - the importance of trust in relationships and the behaviours that can undermine or build trust - to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships - that everyone has the choice to delay sex, or to enjoy intimacy without sex <p>3. Forming and Maintaining Respectful Relationships</p> <ul style="list-style-type: none"> - how to safely and responsibly form, maintain and manage positive relationships, including online - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) - to further develop and rehearse the skills of team working - to further develop the skills of active listening, clear communication, negotiation and compromise - strategies to identify and reduce risk from people online that they do not already know; when and how to access help - to manage the strong feelings that relationships can cause (including sexual attraction) - to develop conflict management skills and strategies to reconcile after disagreements - to manage the influence of drugs and alcohol on decision-making within relationships and social situations - how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships - the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support - the services available to support healthy relationships and manage unhealthy relationships, and how to access them <p>4. Consent</p> <ul style="list-style-type: none"> - that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances - about the law relating to sexual consent - how to seek, give, not give and withdraw consent (in all contexts, including online)

	<ul style="list-style-type: none"> - that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected - to gauge readiness for sexual intimacy - the impact of sharing sexual images of others without consent - how to manage any request or pressure to share an image of themselves or others, and how to get help - that intimate relationships should be pleasurable <p>5. Contraception and Parenthood</p> <ul style="list-style-type: none"> - the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') - the risks related to unprotected sex - the consequences of unintended pregnancy, sources of support and the options available - the roles and responsibilities of parents, carers and children in families - the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children <p>6. Bullying, abuse and discrimination</p> <ul style="list-style-type: none"> - the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others - to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied - the impact of stereotyping, prejudice and discrimination on individuals and relationships - about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice - the need to promote inclusion and challenge discrimination, and how to do so safely, including online <p>7. Social Influences</p> <ul style="list-style-type: none"> - to recognise peer influence and to develop strategies for managing it, including online - the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support - that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this - about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours - strategies to manage pressure to join a gang, exit strategies and how to access appropriate support - motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon
<p>Living in the Wider World</p>	<p>1. Learning Skills</p> <ul style="list-style-type: none"> - study, organisational, research and presentation skills - to review their strengths, interests, skills, qualities and values and how to develop them - to set realistic yet ambitious targets and goals - the skills and attributes that employers value - the skills and qualities required to engage in enterprise - the importance and benefits of being a lifelong learner <p>2. Choices and Pathways</p> <ul style="list-style-type: none"> - about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process - about routes into work, training and other vocational and academic opportunities, and progression routes - the benefits of setting ambitious goals and being open to opportunities in all aspects of life - to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations <p>3. Work and Career</p> <ul style="list-style-type: none"> - different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work - about different work roles and career pathways, including clarifying their own early aspirations

	<p>4. Employment Rights and Responsibilities</p> <ul style="list-style-type: none"> - about young people's employment rights and responsibilities - to manage emotions in relation to future employment <p>5. Financial Choices</p> <ul style="list-style-type: none"> - to assess and manage risk in relation to financial decisions that young people might make - about values and attitudes relating to finance, including debt - to manage emotions in relation to money - to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions - to recognise financial exploitation in different contexts e.g. drug and money mules, online scams <p>6. Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> - that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity - to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media - the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues - to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views - to understand how the way people present themselves online can have positive and negative impacts on them - to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them - that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours - to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
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Drug and Alcohol Curriculum Map – Appendix 5

	Lesson title and Objective	Learning opportunities from PSHE Association Programme of Study	Learning opportunities from PSHE Association Programme of Study
KS1 Year 1 - 2	Lesson 1 Keeping safe: Things that go into and onto bodies Objective: Pupils learn about the things that go into and onto bodies and how this can make people feel	Health and wellbeing: Healthy lifestyles H1. about what keeping healthy means; different ways to keep healthy H6: that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H10. about the people who help us to stay physically healthy	Health education <u>Topic: Drugs, alcohol and tobacco</u> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <u>Topic: Health and prevention</u> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of hand-washing • the facts and science relation to allergies, immunisation and vaccination <u>Topic: Physical health and fitness</u> • how and when to seek support including which adults to speak to in school if they are worried about their health Relationships education <u>Topic: Being safe</u> • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources
	Lesson 2 Keeping healthy: medicines Objective: Pupils learn about medicines and the people who help them to stay healthy	Health and wellbeing: Keeping safe H29: to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly H33. about the people whose job it is to help keep us safe	
	Lesson 3 Keeping safe: medicines and household products Objective: Pupils learn rules about keeping safe around medicines and other household products	Health and wellbeing: Drugs, alcohol and tobacco H37. about things that people can put into their body or on their skin; how these can affect how people feel	
KS2 Year 3 - 4	Lesson 1 Safety rules and risks: medicines and household products Objective: Pupils learn about the safe use of medicines and household products	Health and wellbeing: Healthy lifestyles (physical wellbeing) H1: how to make informed decisions about health H3: about choices that support a healthy lifestyle, and recognise what might influence these H4: how to recognise that habits can have both positive and negative effects on a healthy lifestyle	
	Lesson 2 Safety rules and risks: alcohol and smoking Objective: Pupils learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health	Health and wellbeing Keeping safe: H10: how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H40: about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)	
KS2	Lesson 1 Managing risk: medicines	Health and wellbeing: Drugs, alcohol and tobacco	


Year 5 – 6	Objective: Pupils learn how the correct use of medicines, and how vaccinations and immunisations, can help to maintain health and wellbeing	H46: about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47: to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48: about why people choose to use or not use drugs (including nicotine, alcohol and medicines) H49: about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50: about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	
	Lesson 2 Managing risk: legal and illegal Drugs Objective: Pupils learn about some of the risks and effects of (legal and illegal) drug use		
	Lesson 3 Managing risk: influences and pressure Objective: Pupils learn about the reasons why people use drugs; managing situations and peer influence		
	Lesson 4 Managing risk: drugs and alcohol in the media Objective: Pupils learn that mixed messages about drugs use in the media exist and that these can influence opinions and decisions	Relationships: R28: how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this Living the Wider World: Shared responsibilities L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws	
KS3 Year 7 – 8	Lesson 1: Understanding drugs Objective: Students learn about substance use and the risks and effects of caffeine consumption	Self-concept: H5: to recognise and manage internal and external influences on decisions which affect health and wellbeing Drugs, alcohol and tobacco: H23: the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24: to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H25: strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26: information about alcohol, nicotine and other legal and illegal substances, including the short and long term health risks associated with their use H27: the personal and social risks and consequences of substance use and misuse including occasional use H28: the law relating to the supply, use and misuse of legal and illegal substances H29: about the concepts of dependence and addiction including awareness of help to overcome addictions	Health Education Topic: Drugs, alcohol and tobacco The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks. The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
	Lesson 2: Tobacco: risks and influences Objective: Students learn to understand and manage influence relating to tobacco and nicotine product use		
	Lesson 3: Alcohol and risk Objective: Students learn about the risks and consequences of alcohol use		
KS3 Year 9	Lesson 1: Exploring attitudes Objective: Students learn about drugs and young people's attitudes and behaviours regarding drug use		

	<p>Lesson 2: Drugs, the law and managing risk</p> <p>Objective: Students learn about the potential legal consequence of using illegal drugs</p> <p>Lesson 3: Drugs and their effects: Alcohol and cannabis</p> <p>Objective: Students learn about the short and long-term effects of alcohol and cannabis use on individuals</p>	<p>Managing risk and personal safety: H30: how to manage risks to personal safety in increasingly independent situations, including online H31: ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>Forming and maintaining respectful relationships: R16: to further develop the skills of active listening, clear communication, negotiation and compromise R20: to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>Social influences: R42: to recognise peer influence and to develop strategies for managing it, including online R43: the role peers can play in supporting one another to resist pressure and influence, and access appropriate support R44: that the need for peer approval can generate feelings of pressure and lead to increased risk taking; strategies to manage this</p>	
<p>KS4 Year 10 - 11</p>	<p>Lesson 1: Substance use and assessing risk</p> <p>Objective: Students learn about the impact of substance use on risk-taking and personal safety</p>	<p>Self-concept: H4: strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>Health-related decisions: H14: about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p>Drugs, alcohol and tobacco: H19: the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20: wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle H21: to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p> <p>Managing risk and personal safety:</p>	
	<p>Lesson 1: Substance use and assessing risk</p> <p>Objective: Students learn about the impact of substance use on risk-taking and personal safety</p>		

	<p>Lesson 3: Help seeking and sources of support</p> <p>Objective: Students learn about the support available for individuals with problematic substance use, including addiction and dependency</p>	<p>H22: ways to manage risk and personal safety in new social settings, workplaces, and environments, including online</p> <p>H23: strategies for identifying risky and emergency situations, managing these and getting appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>Social influences:</p> <p>R35: to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p>	
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Review Date	February 2025
Reviewed By	Danielle Clowes & Andy Gould
Next Review	February 2027
Summary of Changes	<p>First Edition August 23</p> <ul style="list-style-type: none"> • Change of DSL from Danielle Clowes to Brigitta Becket • Guidance on following the Safeguarding flow chart <p>February 2025</p> <ul style="list-style-type: none"> • Updated the DSL to Daniel, Deputy to Andy Gould & Kieran Davis • Updated Deputy Head Teachers details. <p>September – Headteacher changed January 2026 – Approved by Headteacher- Sarah Mason</p>

Approved by:



Head Teacher:

Date: 06.01.2026