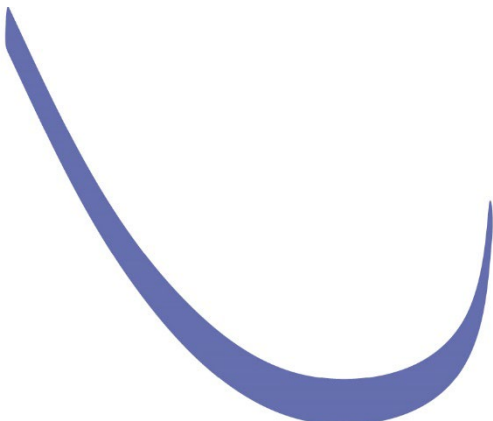


A large, stylized blue arc, which is the main part of the Beatrice Tate School logo.

beatrice tate school

Policy status	Statutory
Adopted	23 rd March 2026
Review date	March 2028

Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people, and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Version Control

Version	Date	Author	Description of change
March 24	18.03.24	WH	New policy
March 26	23.03.26	WH/NB	Updated: Policy name Relationships, Sex and Health Education (RSHE), Section 1 - Aims; Section 2 - Statutory requirements; Section 3 - Policy development; Section 6 - Curriculum; Section 7 - Delivery of RSHE; Section 11 – Right of withdrawal; Section 12 – Confidentiality, controversial and sensitive issues; Section 13 – Training

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1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Develop the confidence and self-esteem to value themselves and others, respect for individual conscience, the skills to judge what kind of relationship they want, understanding of the consequences of their actions, and responsible behaviour within sexual and pastoral relationships.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Communicate effectively by teaching students the correct vocabulary to describe themselves and their bodies, and appropriate terminology for sex and relationship issues.
- Create a positive culture around issues of sexuality and relationships, including understanding the arguments for delaying sexual activity and the reasons for having protected sex.
- Provide sufficient information to enable students to protect themselves and, where they have one, their partner from unwanted/uninvited conceptions and sexually transmitted infections including HIV.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Avoid being exploited or exploiting others, or being pressured into unwanted or unprotected sex.
- Have an understanding of how the law applies to sexual relationships and be aware of sources of support to acquire skills and confidence to access confidential health advice, support and treatment if necessary.
- Develop students' understanding of consent, personal boundaries and respectful relationships.
- Support students to recognise risks in both offline and online relationships, including exploitation, coercion and inappropriate contact.
- Promote understanding of physical and mental health, personal hygiene and healthy lifestyles.

2. Statutory requirements

As a maintained secondary school, Beatrice Tate School is required to provide Relationships, Sex and Health Education (RSHE) under the [Children and Social Work Act 2017](#).

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

This guidance recommends the RSHE (Relationships, Sex and Health Education) is planned and delivered as part of the Personal, Social and Health Education and Citizenship (PSHE/C) curriculum.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Beatrice Tate School we teach RSHE as set out in this policy.

3. Policy development

This policy was developed by the school's PSHEE/C curriculum team, and in consultation with the Head Teacher, Governing Body, school staff, parents and students.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Parents and guardians may request to view RSHE teaching materials used within the curriculum

4. What is Relationships, Sex and Health Education?

Relationships, Sex and Health Education (RSHE) is the lifelong learning about physical, sexual, moral and emotional development. It also includes learning about physical and mental health, personal wellbeing and how to maintain healthy lifestyles.

It involves a combination of sharing information, and exploring issues and values.

It is not about the promotion of sexual activity.

5. Principles and Values

In addition, Beatrice Tate School believes that:

- RSHE is an integral part of the lifelong learning process, beginning in early childhood and continues into adult life.
- RSHE is an entitlement for all young people.
- We should encourage every student to contribute towards our community and aims to support each individual as they grow and learn.
- RSHE is set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- We should encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- We should generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Parents are the key people in teaching their children about sex, relationships and growing up. **We aim to work in partnership with parents and students, consulting them about the content of programmes.**
- The wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

6. Curriculum

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not have to seek answers online.

The content of the PSHEE/C and RSHE curriculum is drawn from:

- The EQUALS Personal Social and Health Education scheme
- DfE Statutory Guidance
- The National Curriculum
- PSHE Association
- SoSafe – (Social and Sexual Safety) 2017
- Learn & Thrive

SoSafe is a social and sexual safety program designed for students with MLD and SLD. The cognitive characteristics of these students makes them more vulnerable to physical and sexual abuse. SoSafe uses visual and conceptual tools to teach the students about the type and degree of verbal and physical intimacy appropriate to different categories of people. It is a 'rule based' rather than 'feeling based' program, and is taught to students who have been identified as having the skills required to access the program.

The curriculum places strong emphasis on recognising unsafe situations, understanding appropriate physical contact and knowing how to seek support.

Assessment is carried out in line with the school's Assessment, Review and Reporting (ARR) policy involving teacher and student assessment of knowledge and understanding, interpersonal skills, and attitudes.

We will share all curriculum materials with parents and carers upon request.

7. Delivery of RSHE

Beatrice Tate School delivers RSHE through the PSHEE/C curriculum and Science lessons (in KS3 & 4). Teachers deliver these with support from professionals where appropriate. RSHE lessons are set within the wider context of the PSHEE/C curriculum (Appendix A) and focus on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The mandatory Science National Curriculum is delivered in science lessons. These lessons are primarily concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Teaching approaches are adapted to meet the communication, cognitive and sensory needs of students and may include visual supports, structured routines, modelling and repetition.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Understanding and managing emotions and feelings
- Puberty and growing up

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific

question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

8. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed.

Teaching reflects the diversity of families and communities represented within the school and wider society.

Students with Special Educational Needs

We will ensure that all students receive RSHE, and we will offer provision appropriate to the particular needs of all our learners, taking specialist advice where necessary. Students with severe and profound learning difficulties may be particularly vulnerable to exploitation, coercion or abuse. RSHE plays an important role in safeguarding by helping students understand personal boundaries, consent, appropriate relationships and how to seek help.

We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. We recognise our responsibility to safeguard all who access school and promote the welfare of all our students by protecting them from physical, sexual and emotional abuse, neglect and bullying.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Equality

The school is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that RSHE is relevant to them.

9. Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

External visitors contributing to RSHE will work under the supervision of school staff and their contributions will be consistent with this policy.

10. Roles and responsibilities

The Governing Body

The governing body will approve the RSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE.

Teachers and Teaching Assistants

Teaching assistants support the delivery of RSHE by reinforcing learning, supporting communication needs and modelling respectful relationships.

Teaching staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE

Teaching staff do not have the right to opt-out of teaching RSHE. Staff-members who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Students

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

11. Right of Withdrawal of Students from RSHE

Parents have the right to request that their child be withdrawn from the sex education elements of RSHE, but not from relationships education or from the statutory science curriculum. Parents can withdraw their child until 3 terms before their child turns 16. After this time, it will be the child's decision.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from RSHE.

12. Confidentiality, Controversial and Sensitive Issues

Staff cannot guarantee confidentiality. If a student discloses information that raises safeguarding concerns, staff will follow the school's safeguarding procedures and share the information with the Designated Safeguarding Lead.

13. Training

Staff delivering RSHE receive appropriate training including safeguarding awareness and recognising signs of abuse or exploitation. Staff are trained on the principles of RSHE as part of their induction and it is included in our continuing professional development calendar.

Teachers may specialise in the delivery and teaching of RSHE, developing their skills through specialist professional development and training opportunities.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

14. Monitoring arrangements

It is the responsibility of the PSHEE/C curriculum team to oversee and organise the monitoring and evaluation of RSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHEE/C curriculum team will undertake yearly self-evaluation.

Students' development in RSHE is monitored by class teachers as part of our internal assessment system.

This policy will be reviewed by the head teacher and PSHEE/C curriculum team annually. At every review, the policy will be approved by the governing body.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's RSHE policy, and on support and staff development, training and delivery.

This policy will be reviewed by the Headteacher every 2 years. At every review, the policy will be approved by the Governing Body.

PSHE/C, RSHE

Curriculum Area Intent:

At Beatrice Tate School, PSHE (Personal, Social, Health and Economic Education) and RSHE (Relationships, Sex and Health Education) are crucial in helping learners grow, develop, and integrate into society. Therefore, learners are encouraged to understand themselves physically, emotionally, socially, economically, and sexually, as well as their relationships with others during every learning opportunity, empowering students to make informed choices in their daily lives.

Key Curriculum Aims:

- **Wellbeing and Self-Awareness:** Understanding the importance of maintaining a healthy and safe lifestyle, including expressing and managing learners' emotions. PSHE prioritises emotional wellbeing to understand one's identity and strengths, personal growth and change, and the development of self-esteem.
- **Personal, Social, and Online Safety:** PSHE enables learners to recognise risks and dangers and stay safe at home and in the community. It also allows learners to participate in life with increasing safety and to make and maintain healthy friendships and relationships. Learners will understand the risks associated with being online and how to stay safe in the digital world.
- **Relationships and Social Understanding:** Understanding the roles of different people in each learner's life, and the behaviour appropriate for each type of relationship, grounded in respect, consent, personal boundaries, appropriate touch, and safe practices.
- **Citizenship:** Cultivating a sense of morality and encouraging students to appreciate and engage with the diversity of their school community and the wider world highlights the value of diversity. PSHE promotes respect for everyone, celebrates multiculturalism and social justice, and develops critical thinking and decision-making abilities.
- **Preparation for the Future:** Learners are equipped with the life skills that prepare them for the best possible future. The curriculum is designed to foster confidence, enhance social interaction, promote independence, and cultivate an individual's understanding of personal growth, physical health, and emotional well-being.

Values and Principles: The curriculum aims to help young people develop as individuals in broader society. It addresses individual needs, celebrates diversity, and provides equal opportunities—subjects that lay the foundation for student success.

School Context: Beatrice Tate provides learners with an inclusive environment for exploring and reflecting upon issues that affect them and developing strategies and skills for managing different real-life situations.

PSHE/RSHE/RSE			
Lower and Middle school	Relationships and Sex Education (RSE)	Health Education	Science
Upper School	Life skills, independent living, PSHE Academic pathway/skills for life pathway		
PRE-FORMAL PATHWAY			
In addition to weekly PSHE/RSHE lessons, the Pre-Formal Pathway is about to creating opportunities to teach the following core concepts: • Consent • Appropriate touch • Choice, preference and rejection • Friendship and relationships • Awareness of my body Throughout the whole day, embedded in all school practices, particularly: • Personal care • Eating/drinking/feeding • Physiotherapy • Massage • Sensory stories • Intensive interaction • Hydrotherapy • Rebound therapy • Leisure time			
LOWER SCHOOL/KEY STAGE 3 (3-year cycle)			

CURRICULUM MAP: PSHE/C, RSE, HE

PSHE	LOWER YEAR (L1)			LOWER YEAR 2 (L2)			LOWER YEAR 3 (L3)		
	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2	Autumn 3	Spring 3	Summer 3
Semi-Formal	Wellbeing and Self-Awareness Emotions Likes/Dislikes Kind and unkind behaviours	Personal, Social and Safety Safety rules: keep ourselves physically safe.	Relationships and Social Understanding My People: Family Carers Friends	Wellbeing and Self-Awareness Healthy bodies: My Personal Care	Personal, Social and Safety Privacy and Boundaries	Citizenship Community belonging Groups I belong to: family, school, community	Wellbeing and Self-Awareness Healthy diet: Good choices	Relationships and Social Understanding Exploring local areas in the community	Preparation for the future: Shared Responsibilities
Formal	Wellbeing and Self-Awareness Managing feelings: Identifying and expressing feelings Making choices	Personal, Social and Online Safety Safety rules: keep ourselves physically safe in school, out of school, on the way to school and when out with family, carers or friends	Relationships and Social Understanding My People: Family Carers Friends	Wellbeing and Self-Awareness Healthy bodies: My Personal Care	Personal, Social and Safety Privacy and Boundaries	Citizenship Community belonging Respecting differences between people	Wellbeing and Self-Awareness Healthy diet: Good choices	Relationships and Social Understanding Exploring local areas in the community	Preparation for the future: Responsibilities Taking care of ourselves

CURRICULUM MAP: PSHE/C, RSE, HE

Spiritual Moral Social Cultural (SMSC) focus	Individuality Good choices Respect Kind friends	Mindfulness Rules & Boundaries Caring Being Safe	Celebrations Family Talents Language Traditions	Games, sports Mindfulness Caring Good choices	Good choices Mindfulness Community Taking part Inclusion	Beliefs Community Traditions Expression Taking part Inclusion Democracy	Caring Thoughtfulness Good choices Mindfulness	Responsibilities Standing up for others Taking part Community	Respect Boundaries Tolerance Being Safe
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RSHE	Autumn Y1	Spring Yr1	Summer Yr1	Autumn Yr2	Spring Yr2	Summer Yr2	Autumn Yr3	Spring Yr3	Summer Yr3
Pre-Formal RSHE	Body Awareness What can my body do?	Being a good friend	Who can help me to be safe and healthy?	Body Awareness Likes and dislikes	Making new friends	Making choices, saying no, rejecting	Body Awareness What does my body need?	Spending time with friends	Enjoying technology safely
Semi-Formal RSHE	Changing bodies What can my body do?	Being a good friend (Include appropriate touch)	Being safe at home and in school	Changing bodies Hygiene and health	Making and maintaining friendships	Consent and saying no (Include appropriate touch)	Changing bodies What do we need?	Public and private body parts, behaviours, and places	Online safety rules
Formal RSHE	Puberty Changing bodies What can my body do?	Positive relationships – being a good friend	What is safety? School, home, online	Puberty Changing bodies Hygiene and health	Making and maintaining friendships Online friendships and safety	Consent and safety Asking for consent Saying no	Puberty Changing bodies What are we good at? What do we need?	Public and private Body parts, behaviours, places, and information	Online safety rules Social media
Spiritual Moral Social Cultural (SMSC) focus	Individuality Good choices Respect Kind friends	Mindfulness Rules & Boundaries Inclusion Celebrations Caring	Persistence Good choices Respect Beliefs Celebrations Family Talents Language	Mindfulness Good choices Caring Games, sport Respect Boundaries Tolerance Being Safe	Talents Democracy Community Language Good choices Mindfulness Caring Being Safe	Thoughtfulness Standing up for others Kind friends Family Being Safe	Beliefs Responsibilities Taking part Traditions Democracy Community	Respect Boundaries Tolerance Expression Mindfulness Good choices Caring Games, sport	Individuality Good choices Taking part Pastimes Mindfulness Good choices Caring Games, sport

CURRICULUM MAP: PSHE/C, RSE, HE

			Traditions						Community Traditions Expression Taking part
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CURRICULUM MAP: PSHE/C, RSE, HE

MIDDLE SCHOOL/KEY STAGE 4 (3-year cycle)

PSHE	MIDDLE YEAR 1 (M1)			MIDDLE YEAR 2 (M2)			MIDDLE YEAR 3 (M3)		
	Autumn M11	Spring M1	Summer M1	Autumn Yr2	Spring Yr2	Summer Yr2	Autumn Yr3	Spring Yr3	Summer Yr3
Semi-Formal	Wellbeing and Self-Awareness Changing and growing	Relationships and Social Understanding The World About Me: Family and Friends	Citizenship We are all responsible: Taking care of things	Wellbeing and Self-Awareness My skills Leisure	Relationships and Social Understanding People who are special to us	Personal, Social and Online Safety Asking for help: help in different situations	Wellbeing and Self-Awareness A healthy lifestyle	Citizenship Responsibilities Working together	Preparation for the future: Advocacy and self-expression
Formal	Wellbeing and Self-Awareness Changing and growing	Relationships and Social Understanding The World About Me: Family and Friends	Citizenship We are all responsible: Taking care of things	Wellbeing and Self-Awareness My skills Leisure	Relationships and Social Understanding People who are special to us	Personal, Social and Online Safety Asking for help: help in different situations	Wellbeing and Self-Awareness A healthy lifestyle	Citizenship Democracy rights and responsibilities	Preparation for the future: Advocacy and self-expression
Spiritual Moral Social Cultural (SMSC) focus	Responsibilities Clothing Curiosity Mindfulness	Family Traditions History Beliefs Network/links	Responsibilities Taking part Individuality Good choices	Consequences Mindfulness Good choices Being Safe	Fairness Cooperation Community Beliefs Choices	Community Caring Being Safe	Consequences Mindfulness Good choices	Taking part Consequences Rules & Boundaries Respect Community	Identity Awe Individuality Expression Pastimes

CURRICULUM MAP: PSHE/C, RSE, HE

RSHE	MIDDLE YEAR 1 (M1)			MIDDLE YEAR 2 (M2)			LOWER YEAR 3 (M3)		
	Autumn M1	Spring M1	Summer M1	Autumn M2	Spring M2	Summer M2	Autumn M3	Spring M3	Summer M3
Pre-Formal RSHE	Body Awareness What can my body do?	Hanging out with my friends	Who helps me to stay safe?	Body Awareness Expressing my preferences	Playing games with my friends	Making choices, saying no, rejecting	Body Awareness What keeps my body healthy?	Making friends outside of my class	Enjoying technology safely
Semi-Formal RSHE	Who am I? Creating and sharing my profile	Who can help me and in what capacity?	Naming and managing feelings and emotions	What is public and private? (Include appropriate touch)	Asking for help when I need it	Telling people about myself	Groups I belong to (family, school, friends, community)	Being online and using technology safely - rules	OK touch and asking for consent
Formal RSHE	Identity Who am I? My online identity	Safety in relationships Trust, sharing information, secrets	Advocacy Identifying, expressing, managing feelings	My body Knowing what is public and what is private	Online safety Sharing information, private information, unsafe people	Advocacy What am I good at? Telling people about myself and what I want	My family Sharing my culture	Rules for being online Being an online ambassador	Consent in relationships Knowing what is OK; and choosing yes or no
Spiritual Moral Social Cultural (SMSC) focus	e.g Reflection Right and Wrong Family Community	Individuality Good choices Friendship Identity	Individuality Good choices Taking part Food	Beliefs Good choices Fairness Friendship Community	Reflection Consequences Responsibilities Identity	Individuality Good choices Taking part Community	Curiosity Respect Community Traditions	Respect Rules Taking part Community	Individuality Good choices Taking part Community Food

CURRICULUM MAP: PSHE/C, RSE, HE

UPPER SCHOOL/KEY STAGE 5 (4 year cycle)

PSHE	UPPER YEAR 1 (U1)			UPPER YEAR 2 (U2)			UPPER YEAR 3 (U3)			UPPER YEAR 4 (U4)		
	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2	Autumn 3	Spring 3	Summer 3	Autumn 4	Spring 4	Summer 4
Semi-Formal	Relationships and Social Understanding Friendships	Wellbeing and Self-Awareness Healthy lifestyle	Preparation for the future: My presentation	Citizenship Responsibilities	Personal, Social and Safety Personal safety	Preparation for the future: Travelling and being out	Citizenship Local Community: Places and People	Wellbeing and Self-Awareness Changing and growing	Preparation for the future: Helping others	Relationships and Social Understanding Respectful relationships	Personal, Social and Safety People who help us	Preparation for the future: My future, my independence
Formal	Relationships and Social Understanding Types of relationships	Wellbeing and Self-Awareness Healthy lifestyle	Preparation for the future: My presentation	Citizenship Democracy Decision making – voting	Personal, Social and Online Safety Personal safety	Preparation for the future: Travelling and being out	Citizenship Community and Cultures: Places and People	Wellbeing and Self-Awareness Changing and growing	Preparation for the future: Helping others and Volunteering	Relationships and Social Understanding Respectful relationships	Personal, Social and Online Safety Getting Help: when, where and whom	Preparation for the future: My future, my independence
Spiritual Moral Social Cultural I (SMSC) focus	Being safe Respect togetherness Network/links Family	Consequences Clothing Food	Good choices Community Expression Reflection	Democracy Good choices Rules Fairness Beliefs Community Networks	Respect Rules Being safe Taking part Community	Celebrations Boundaries Communication Art	Thoughtfulness Good choices Respect Traditions	Fascination Traditions Awe	Taking part Caring Individuality Ability Togetherness Democracy	Being safe Good behaviour Respect togetherness Community	Network/links Good choices	Expression Talents Individuality Ability

CURRICULUM MAP: PSHE/C, RSE, HE

RSHE	UPPER YEAR 1 (U1)			UPPER YEAR 2 (U2)			UPPER YEAR 3 (U3)			UPPER YEAR 4 (U4)		
	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2	Autumn 3	Spring 3	Summer 3	Autumn 4	Spring 4	Summer 4
Pre-Formal RSHE	Body Awareness This is what I can do!	Spending time with my friends	Who keeps me safe and how?	Body Awareness This is what I like!	Doing activities together with my friends	I can say no! Making choices and rejecting	Body Awareness This is what keeps me healthy!	Making friends with people outside my class	Online is fun! Helping me to use technology safely	Body Awareness Knowing my strengths and preferences	Playing games with my friends	This is me! Creating my profile to tell others about myself
Semi-Formal RSHE	Who am I? Creating and sharing my profile	Who can help me and how?	Naming and managing feelings and emotions	My body Knowing what is public and private	Knowing I need help and asking?	This is me! Telling people about myself	Who am I? Groups I belong to	Having fun and being safe online	Appropriate touch and asking for consent	Who am I? Telling people about myself	Choosing friends to hang out and play games with	Naming and managing feelings and emotions
Formal RSHE	Identity My online and offline identity	Staying safe in relationships Sharing information and secrets	Advocacy Knowing, communicating and managing my feelings	My body and my behaviour What is public and what is private?	Online safety Sharing information, private information, unsafe people	Advocacy Telling people about myself and what I want in the future	Knowing and sharing my culture with my friends	Rules for being online Being an online ambassador	Consent in relationships Knowing what is OK; and choosing yes or no	Identity Sharing information about myself – what is not OK?	Safety in relationships Trust, sharing information, secrets	Advocacy Knowing, communicating and managing my feelings
Spiritual Moral Social Cultural (SMSC) focus	Beliefs Reflection Family Identity	Individuality Emotions Good choices Good behaviour Identity	Individuality Good choices Taking part Community	Respect Right and Wrong Taking part Community	Reflection Rights Taking part Identity	Individuality Good choices Taking part Community Food	Respect Good choices Consequences Taking part Community	Respect Rules Fairness Responsibilities Taking part Games/Sports	Individuality Good choices Taking part Community	Beliefs Reflection Family Identity	Individuality Emotions Good choices Good behaviour Identity	Individuality Good choices Taking part Community

MSC CONCEPT MAP:

