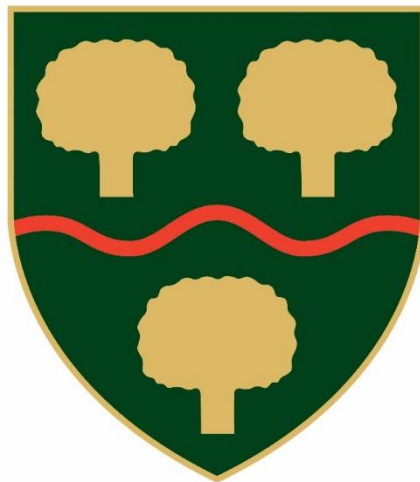


The Orchard School



Relationships and Sex Education Policy

Years 5 – 11

Relationships Education Policy – up to Year 4

Approved by Sandra Fox

Updated 7th November 2021

Due to staff changes the content previously taught by Mrs Smith is now taught by Mrs Cawley and the content previously taught by Miss King is now taught by Mr Walker. There have been no changes to the course content.

1. Aims

The aims of Relationships and Sex Education (RSE) at Orchard School are to (please note sex education is not introduced to the curriculum until Year 5):

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- help to reinforce the school's ethos of providing a happy, secure environment for its pupils; where it is hoped that all children irrespective of mental or physical ability, race or gender, will achieve the best results of which they are capable and that they will respect their fellow pupils and all staff at the school.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education and all pupils receiving secondary education must be taught Relationships and Sex Education. The new subjects of Relationships Education and RSE must be taught in all independent schools. All schools, except independent schools, must make provision for Health Education.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Independent School Standards) Regulations 2014. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.

3. Policy development

When making changes to this policy a parent consultation will occur and staff will also be consulted. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulling together all relevant information including relevant national and local guidance
2. Staff consultation – teaching staff given the opportunity to look at the policy and make recommendations

3. Parent consultation – parents/guardians invited to give feedback on the policy and to discuss this in school if they wish.
4. Ratification – once any amendments have been made the policy is ratified by Mrs Fox the Head Teacher/Proprietor of the school.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our 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 and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education is not compulsory in primary schools and is taught only in Years 5 and 6.

Permission letters are sent out to parents in Year 5 and 6 before the topics are taught.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings – Year 5
- How a baby is conceived and born – Year 6

For more information about the curriculum, see the curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the Personal Development Programme (PDP) Curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies and Information Technology.

In the Primary Schools:

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

For more information about the RSE curriculum, see Appendix 1.

In the Secondary School:

RSE 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

For more information about our RSE curriculum, see Appendix 1.

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

7. Roles and responsibilities

7.1 The Head Teacher

The Head Teacher will approve the RSE policy.

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.2 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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 RSE
- Teaching an RSE curriculum which covers all the statutory requirements

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

In Reception Relationships Education is taught by Mrs Smith. In Years 1/2 Relationships Education is taught by Mrs Craddock (Year 1/2 Class Teacher), in Years 3 and 4 Relationships Education is taught by Mrs Steeple (Head of PE and PDP Teacher in Junior School) the online safety content is taught by Mrs Paxman (Head of Lower School) in ICT. In Years 5 and 6 RSE is taught by Mrs Steeple, Mrs Kirby (Science Teacher) and Miss King (Class Teacher) teaches the online safety content in ICT. In Years 7 – 11 RSE is taught by Mrs Stokes (Assistant Head and Designated Safeguarding Lead), Mrs Kirby

(Biology Teacher), Miss Schnegg (ICT Teacher) and Mrs Hutson (Humanities Teacher and Deputy Designated Safeguarding Lead).

7.3 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Years 5 and 6 - Sex Education is taught in Years 5 and 6 and parental permission is sought before these topics are taught. Parents who do not want their children to be taught the non-statutory/non-science components of sex education within RSE have the right to withdraw them from the lessons.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head Teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

In the Senior School parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head Teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher or a member of the Senior Leadership Team will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Visitors from outside school

In the Senior School, talks on Mental Health and Well-being may be given and GCSE pupils receive an interview with a Careers specialist and take part in interview and CV writing workshops.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Fox, Head Teacher through the checking of the planning submitted by the teaching staff and work scrutiny. Lesson observations are also carried out by Mrs Fox, Mrs Stokes (Senior School), Mrs Paxman (Junior School) and by other teachers during the year.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Victoria Fox, Assistant Head, annually. At every review, the policy will be approved by the Head Teacher. Any curriculum content changes will be subject to a staff and parent consultation.

Guidance:

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Reception	Mrs Smith teaches pupils about respect for themselves, for others and for the environment.
Years 1 and 2	<p>Mrs Craddock teaches a two year rolling programme to Years 1 and 2 based on the <i>Twinkl</i> scheme. Please see the end of this policy for the Year 1/2 PDP Intent, Implementation and Impact Statements.</p> <p>In Years 1 and 2 the children are taught following Twinkl PSHE planning which has three core strands: Relationships, Health and Wellbeing and Living in the Wider World.</p> <p>The term ‘relationships’ covers all relationships we, as humans, have with others – family members, friends and the relationships children have in school with their peers and members of staff.</p> <p>Relationships Education forms a part of the children’s learning about the world around them and how they interact with others. It will always be taught objectively, without bias. Children will become aware that we are all different and that our differences should never be a cause for fear, conflict or disrespect.</p> <p>The following topics are covered:</p> <p>Growing Up This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others’ bodies, keeping their bodies safe and sharing their feelings in response to life experiences.</p> <p>It’s My Body This unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn</p>

facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.

Safety First

In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about 'The Underwear Rule', which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.

Think Positive

This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.

Be Yourself

This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality.

Digital Wellbeing

This unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet.

TEAM

This unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as

good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them.

VIPs

This unit explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them.

Aiming High

In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored.

Diverse Britain

This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

Money Matters

This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.

	<p>One World</p> <p>This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children’s family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth’s resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p>
<p>Year 3</p>	<p>In Years 3 -6 Mrs Steeple teaches PDP.</p> <p>In Year 3 in PDP the following topics are covered (some of these topics are covered in ICT):</p> <ul style="list-style-type: none"> • Relationships <ul style="list-style-type: none"> ○ Families and friendships - What makes a family, features of family life. ○ Safe relationships – Personal Boundaries, safely responding to others, the impact of hurtful behaviour. ○ Respecting ourselves and others – Recognising respectful behaviour, the importance of self-respect, courtesy and being polite. • Living in the wider world <ul style="list-style-type: none"> ○ Belonging to a community – The value of rules and laws, rights, freedoms and responsibilities. ○ Media literacy and digital resilience – How the internet is used, assessing information online. ○ Money and work – Different jobs and skills, job stereotypes, setting personal goals. • Health and Well-Being <ul style="list-style-type: none"> ○ Physical Health and Mental Well-Being – Health Choices and habits, what affects feelings, expressing feelings. ○ Growing and Changing – Personal strengths and achievements, managing and re-framing setbacks. ○ Keeping Safe – Risks and Hazards, safety in the local environment and unfamiliar places.
<p>Year 4</p>	<p>In Year 4 in PDP the following topics are covered (some of these topics are covered in ICT):</p> <ul style="list-style-type: none"> • Relationships <ul style="list-style-type: none"> ○ Families and friendships – Positive friendships, including online. ○ Safe relationships – Responding to hurtful behaviour, managing confidentiality, recognising risks online. ○ Respecting ourselves and others – Respecting differences and similarities, discussing differences sensitively.

	<ul style="list-style-type: none"> • Living in the wider world <ul style="list-style-type: none"> ○ Belonging to a community –What makes a community, shared responsibilities. ○ Media literacy and digital resilience – How data is shared and used. ○ Money and work – Making decisions about money, using and keeping money safe. • Health and Well-Being <ul style="list-style-type: none"> ○ Physical Health and Mental Well-Being – Maintaining a balanced lifestyle, oral hygiene and dental care. ○ Growing and Changing – personal hygiene routines. ○ Keeping Safe – Medicines and household products, drugs common to everyday life.
<p>Year 5</p>	<p>In Year 5 in PDP the following topics are covered (some of these topics are covered in ICT and Science):</p> <ul style="list-style-type: none"> • Relationships <ul style="list-style-type: none"> ○ Families and friendships – Managing friendships and peer influence. ○ Safe relationships – Physical contact and feeling safe. ○ Respecting ourselves and others – Responding respectfully to a wide range of people, recognising prejudice and discrimination. • Living in the wider world <ul style="list-style-type: none"> ○ Belonging to a community – Protecting the environment, compassion towards others. ○ Media literacy and digital resilience – How Information online is targeted, different media types, their role and impact. ○ Money and work – identifying job interests and aspirations, what influences career choices, workplace stereotypes . • Health and Well-Being <ul style="list-style-type: none"> ○ Physical Health and Mental Well-Being – Healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies. ○ Growing and Changing – Personal identity, recognising individuality and different qualities, mental well-being. ○ Keeping Safe –Keeping safe in different situations, including responding in emergencies, first aid and FGM. <p>In Year 5 the children cover ‘Changes’ in Science – changes to their body (puberty).</p>

<p>Year 6</p>	<p>In Year 6 in PDP the following topics are covered (some of these topics are covered in ICT and Science):</p> <ul style="list-style-type: none"> ● Relationships <ul style="list-style-type: none"> ○ Families and friendships – Attraction to others, romantic relationships, civil partnership and marriage. ○ Safe relationships – Recognising and managing pressure, consent in different situations. ○ Respecting ourselves and others – Expressing opinions and respecting other points of view, including discussing topical issues. ● Living in the wider world <ul style="list-style-type: none"> ○ Belonging to a community – Valuing diversity, challenging discrimination and stereotypes. ○ Media literacy and digital resilience – Evaluating media sources, sharing things online. ○ Money and Work – Influences and attitudes to money, money and financial risks. ● Health and Well-Being <ul style="list-style-type: none"> ○ Physical Health and Mental Well-Being – What affects mental health and ways to take care of it, managing change, loss and bereavement, managing time online. ○ Keeping Safe – Keeping personal information safe, regulations and choices, drug use and the law, drug use and the media. <p>In Year 6 pupils are taught in Science how babies are made and how they are born.</p>
<p>Year 7</p>	<p>Mrs Stokes teaches PDP to Years 7 – 11. The topics taught change from year to year. Mrs Stokes also add topics to the curriculum if situations arise in school that need addressing e.g. sexting/friendship issues.</p> <p>In Year 7 in PDP the following topics are covered:</p> <ul style="list-style-type: none"> ● Current affairs – most weeks pupils take part in a current affairs quiz, the answers are then discussed with them by the teacher. ● The pupils are reminded of the school DSL, Deputy DSL and Mental Health Lead, including their roles. Pupils are also reminded of ‘Pupil information board’ where they will find useful contact details for various agencies who can support them if required. ● The pupils are introduced to PDP as a subject and how it was created. Under the theme of <i>Introductions</i> the pupils are paired up with pupils they do not already know and tasked to find out interesting information about their partner. This is then delivered as a presentation to the rest of the class. The aim of this exercise is to get the class to mix with people they have not done before and break down possible barriers. ● Pupils then looks at relevant words/phrases related to careers education guidance. After working in pairs to find definitions of some of the key words they feed back to the class.

- In *Messages without words* pupils learn what people can reveal about themselves without speaking and they consider the significance of non-verbal communication.
- *Stinky Bod* is a topic on personal hygiene and is designed to make pupils aware of changes that take place during puberty and have an understanding of a good personal hygiene regime.
- In *Bullying or Banter* pupils identify the difference between banter and bullying and understand the consequences when banter turns into bullying.
- In *Cyber Bullying* pupils are taught to identify types of cyber bullying, to describe what cyber bullying is, why people do it and to analyse why the '4 Step Method' which is designed to stop cyber bullying is effective.
- *Positive images of me* is aimed to encourage group support and co-operation and encourage pupils to think positively about themselves and others.
- A topic called *Personal Achievements* is aimed to encourage pupils to recognise their strengths and achievements and identify the means to achieve their targets.
- *Assertiveness Situations* is a topic which is aimed at enabling pupils to understand what aggressive, assertive and passive behaviours are and their consequences for others. Pupils consider and practise a range of assertiveness techniques.
- The topic on *Coping with Conflict* aims to help pupils identify situations in which conflict may arise and explore a variety of strategies to resolve conflict.
- *Mindfulness* – in this topic pupils are given an understanding of what mindfulness is and the benefits of it, in particular during difficult times such as stress, exams etc. The pupils are encouraged to answer questions on the information presented to them and encouraged to practice mindfulness at home.
- In a topic on *Keeping Safe and Healthy Relationships* the pupils gain an understanding of what constitutes 'health and unhealthy' relationships, learn strategies to avoid dangerous relationships and maintain positive ones, to be aware of ways dangerous people seek out the vulnerable (in particular via the internet) and look at ways of staying safe online.
- In *Self-Esteem* – pupils learn how to identify ways to help improve their self-esteem and understand the root cause of each person's self-esteem and which strategy would be most suited to their situation.
- In *Healthy living – exercise* pupils learn to identify different exercises that can help them maintain a healthy weight, improve fitness and keep their hearts healthy.
- In the topic on *Puberty* pupils are able to identify the changes both males and females experience during puberty and understand the importance of these changes and why they happen.

- In the topic on *Prejudice and discrimination – racism* pupils are able to identify reasons why stereotypes are wrong and the idea of race is wrong and to understand how people gain different traits and characteristics and what this means about the human race
- A topic called *Safe in School* is designed to get pupils to identify ways the school keeps them safe. A discussion is held around all aspects identified regarding the reasons why these measures have been put in place.

In Year 7 in ICT the following is covered:

- “Smart crew” online safety lessons from Childnet: <https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1>

The following Inspiring Digital Enterprise Award badges are also completed by all students in Year 7:

E-safety and online etiquette

Content: get cyber savvy to help you and your friends stay safe and avoid being a victim of fraud and theft online. Everyone who uses the internet needs to do this easy, but important, introduction to e-safety.

Social Media Ethics

Content: Social Media channels are helping to make the world a more networked, connected place. With that connectedness comes responsibility, to ourselves and to each other. Pick up some tips for using social media appropriately including how to safeguard against cyberbullying and how to spot fake news.

Safe online

Content: Stay safe online and learn how to avoid being tricked by hackers and online trolls.

In Year 7 in Biology the following topics are taught over the course of Years 7 and 8:

- Adolescence – this covers the changes that take place during puberty, the differences between adolescence and puberty and the main changes that take place during puberty.
- Reproductive systems – pupils learn about the main structures in the male and female reproductive systems, including gametes, they need to be able to describe the function of the main structure in the male and female reproductive systems and the structures and function of gametes.

	<ul style="list-style-type: none"> • Fertilisation and implantation – in this topic pupils have to be able to state what is meant by fertilisation, to be able to describe the processes of fertilisation and to be able to describe causes of low fertility in male and female reproductive systems. • Development of a foetus – pupils need to be able to state what is meant by gestation, describe what happens during gestation and birth and explain whether substances are passed between the mother and the foetus. • The menstrual cycle – pupils need to be able to state what the menstrual cycle is, state the length of the menstrual cycle and describe the main stages in the menstrual cycle.
Year 8	<p>In Year 8 in PDP the following topics are covered:</p> <ul style="list-style-type: none"> • Current affairs – most weeks pupils take part in a current affairs quiz, the answers are then discussed with them by the teacher. • The pupils are reminded of the school DSL, Deputy DSL and Mental Health Lead, including their roles. Pupils are also reminded of ‘Pupil information board’ where they will find useful contact details for various agencies who can support them if required. • In a topic on <i>Work and Society</i> pupils discuss how we perceive the importance of certain jobs and careers. In a task pupils are given 12 different tasks and they have to choose four people to rescue and give a justification for each choice. This task is then extended where the pupils are given extra information on each character and asked to choose again with justification for each choice. This then leads in to a discussion about how opinions can change and then the importance of some jobs/professions, but also the importance of gaining more information before making important decisions. • In <i>World of Work</i> pupils are introduced to different job categories and they create small presentations with facts on the job that interests them the most. • A topic called <i>Body Image</i> is taught to help pupils consider the pressures put on young people about their physical appearance and to acknowledge that people vary in size and shape and should be accepted for that. • During Anti-bullying week a topic called <i>Bullying or Banter</i> is taught where pupils learn to identify the difference between banter and bullying, and understand the consequences when banter turns into bullying. • The topic <i>British Values – Tolerance and anti-racism</i> is taught so pupils can understand the meaning of xenophobia, extreme nationalism and racism. Pupils analyse where xenophobia, extreme nationalism and racism originate from and why they are still causing problems in Britain to this day. • In a topic on <i>Online Safety</i> pupils are taught to identify the different ways an online groomer will try to exploit someone, to be aware of the warning signs and to understand how a groomer might act to persuade a person that they are someone else. Pupils have an understanding of the particular methods groomers use and the

	<p>consequences for a vulnerable person they may target. Pupils also take part in an online safety quiz to reinforce the learning on this topic.</p> <ul style="list-style-type: none"> • In a topic on <i>Conflict at home</i> pupils identify the dangers and risks of leaving home and living on the streets. They learn where they can get help from domestic conflict, they look at case studies and attempt to resolve the problem and gain an understanding of the possible long and short-term consequences of running away from home. • In a topic on <i>Homophobia</i> pupils are taught to understand the definition of homophobia and to identify countries where far more needs to be done to improve LGBT rights. Pupils also study what is currently being done by activists and organisations and they look at the progress that has already been made. • In a topic on <i>Consent</i> pupils identify situations where consent has or has not been given. The ‘cup of tea’ analogy is described and how it can be used to explain consent accurately. Pupils look at case studies and explain whether consent has been given and give reasons for their decisions. • In a topic on <i>Contraception</i> pupils learn to describe some ways people can protect themselves against unsafe sex and to explain the positives and negatives of particular forms of contraceptives and where a teenager may get advice. Pupils analyse where the incorrect myths about sex might come from and evaluate which type of contraception is best depending on a person’s circumstances. • A topic called <i>Safe in School</i> is designed to get pupils to identify ways the school keeps them safe. A discussion is held around all aspects identified regarding the reasons why these measures have been put in place. <p>In Year 8 in ICT the following topics are covered:</p> <ul style="list-style-type: none"> • e-safety course from NSPCC “it’s not ok” Lee-Ann’s story https://learning.nspcc.org.uk/research-resources/schools/its-not-ok/#heading-top • Please see the Year 7 section for the topics taught in Sex Education in Biology.
Year 9	<p>In Year 9 in PDP the following topics are covered:</p> <ul style="list-style-type: none"> • Current affairs – most weeks pupils take part in a current affairs quiz, the answers are then discussed with them by the teacher. • The pupils are reminded of the school DSL, Deputy DSL and Mental Health Lead, including their roles. Pupils are also reminded of ‘Pupil information board’ where they will find useful contact details for various agencies who can support them if required. • Pupils are asked to thinking as the year progresses about their GCSE option choices.

- In *Achievements/Skills/Qualities* pupils explore their own achievements, skills and qualities and look at how to link them into a Further Education course or future career.
- In *World of work* pupils are introduced to different job categories and they create small presentations with facts on the job that interests them the most.
- In a topic called *Not for me* pupils explore their likes and dislikes of work and reasons why they would discount some careers.
- In *Healthy Eating* pupils look at the importance of each food group and how we can source each of them.
- In a topic on *Consent* pupils look at the importance of understanding what consent is.
- During Anti-bullying week a topic called *Bullying or Banter* is taught where pupils learn to identify the difference between banter and bullying, and understand the consequences when banter turns into bullying.
- In a topic called *Coping with Stress* pupils identify mental health illnesses and the symptoms of stress. They are also taught strategies for dealing positively with stress.
- Pupils are also taught about internet safety and complete a quiz, the answers for which are fully explored as a class.
- In *Peer Pressure* pupils are able to identify strategies to resist peer pressure and look into the reasons this can be so difficult. They look at case studies and describe the best ways in each case to resist peer pressure. Pupils will be able to explain the difference between herd mentality, herd behaviour and peer pressure.
- In a topic on *Domestic Violence and abusive relationships* pupils learn to identify 'red flags' that someone may be in an abusive relationship, to describe how a person in an abusive relationship could receive help and know the services they can access. Pupils should understand why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive.
- Referring back to the short talk at the start of the course, time is then devoted to GCSE Options choices. Lessons are delivered aiming to give students an understanding of how to make informed GCSE option choices. The GCSE options process is discussed and questions are answered. If pupils are unsure of what they want to do career wise or post 16, they are signposted to the Skills health check on the National Careers website.
- In a topic called *Part-time Job* pupils choose a job with regard to their skills and qualities discussed during the lessons on the GCSE Options choices. Pupils make a list of questions both the applicant and employer would ask and then interview each other, making notes as they go along. The pupils give feedback to the class on good points and areas for improvement. There is a general class discussion on interviews and what they may have learned from the process, in respect of preparing for the 'mock interview' all pupils have in Year 10.

	<ul style="list-style-type: none"> • In a topic on <i>Child Sexual Exploitation</i> (CSE) pupils learn to identify the warning signs of CSE and what we can do if we suspect a case of CSE. They will identify the three most important red flags for both online and offline safety which suggest cases of CSE. They will also be able to explain the manipulation techniques used by abusers and why we should leave investigation to the authorities. • The aim of the topic <i>Thinking about sex education</i> –is to get pupils to think about what sex education is for and why people may have different views on it. • A topic called <i>Safe in School</i> is designed to get pupils to identify ways the school keeps them safe. A discussion is held around all aspects identified regarding the reasons why these measures have been put in place. <p>In Year 9 in ICT the following topics are covered:</p> <ul style="list-style-type: none"> • sexting course from NSPCC “it’s not ok” Harry’s story https://learning.nspcc.org.uk/research-resources/schools/its-not-ok#heading-top <p>In Religious Studies in Year 9 the pupils study a <i>Religion and Relationships</i> module. This covers the following topics:</p> <ul style="list-style-type: none"> • Religion and relationships • Religion and sexual relationships • Religion and sex before marriage • Religious attitudes to contraception • The purpose and character of marriage • Religious weddings • Choices • Sex outside of marriage • Divorce.
Year 10	<p>In Year 10 in PDP the following topics are covered:</p> <ul style="list-style-type: none"> • Current affairs – most weeks pupils take part in a current affairs quiz, the answers are then discussed with them by the teacher. • The pupils are reminded of the school DSL, Deputy DSL and Mental Health Lead, including their roles. Pupils are also reminded of ‘Pupil information board’ where they will find useful contact details for various agencies who can support them if required.

- Pupils start the course by being given information about dates for workshops which take place in school on writing a CV and letters of application. Work Experience is also discussed and how the whole process works. Pupils are encouraged to start their research from the start of the course so they have placement ideas in place when letters and CV's are done.
- In a workshop with a guest speaker the preparation of CV's is discussed. Pupils are given an example template and information to assist them in preparing their own.
- A topic called *Strength and Weaknesses* is aimed to get pupils to look at their weaknesses and try to find ways to improve them. Pupils look at their personal strengths and then they examine different job categories where they may be able to utilise these strengths.
- In another workshop with a guest speaker a discussion takes place about the preparation of a letter of application for work experience. Pupils are given an example template and information to assist them in preparing their own.
- In a topic called *Satisfaction* pupils are asked to reflect on what they want from a job. The aim is to get pupils to understand what is important to them in a job, other than a wage.
- Pupils then finalise their CV's and job application letters for their work experience.
- In another workshop with a guest speaker the topic of interview preparation is discussed. Pupils are told what is expected of them and how to prepare for their interview. Pupils are then told the details of the person who will be conducting their mock interview and the information they will need to send to their interviewer prior to mock interviews. A mock interview then takes place which lasts 20 minutes. Pupils are given individual feedback from their interviews. The feedback comments on appearance, communication, confidence and there is an overall summary.
- During Anti-Bullying Week a topic is taught called *Body Shaming*. Pupils identify cases of body shaming and how this may affect someone's self-esteem. They are taught to recognise how we can make people feel better about their bodies.
- Pupils complete a topic on work experience. Pupils are given information to help them source a work experience placement and a talk about how the whole work experience process takes place. Pupils are also given information on the role *Futures* has and each pupil is given a user name and password for the *Futures* website where they can source work experience and view videos on specific jobs to give them an insight into that area of work.
- In a topic on *Sexism and Gender Prejudice* pupils will have knowledge of the excuses for prejudice and how dangerous they can be; they will also be able to identify the main issues women face in the UK today. They

will be able to explain counter-arguments against the main reasons why women are often treated differently to men and analyse whether certain elements of UK society are perpetuating gender prejudice.

- Pupils are also taught about internet safety and complete a quiz the answers for which are fully explored as a class.
- In a topic called *Conflict Management* pupils will be able to identify at least three new strategies to resolve and manage conflict as well as the different situations in which these can be used. Case studies are used to enforce their knowledge of appropriate strategies, to understand that some strategies work better than other in particular situations and to analyse what the most like outcome would be.
- In a topic which looks at social media, life online and the pressures of keeping up with other people, pupils learn to: be able to identify ways people contrive online personas; the effects this can have on both our self-esteem and that of others; to understand why people create online personas; the meaning of imposter syndrome and how people can get addicted to social media.
- In a topic on *Healthy/unhealthy relationships*, pupils are shown the *Spiralling Video* (video link www.vimeo.com/63750726) and sections of it are discussed. The aim is to show pupils how a healthy relationship can easily become an unhealthy relationship. Different types of abuse are discussed.
- In a topic on *Revenge Porn* pupils are able to correctly identify what to do to prevent revenge porn and what to do if they become a victim. They will be able to describe the long and short term consequences of sharing intimate images with partners or friends and have an understanding of the legal short and long term consequences for the perpetrators and victims.
- In a topic on same sex relationships pupils will be able to identify ways that homosexual and heterosexual relationships differ and the ways they are the same. They will be able to describe the challenges that people in same sex relationships face and the meaning of LGBTQAI+. They will also have an understanding of homosexual and heterosexual relationships in family life, sexual life and marriage.
- A topic called *Safe in School* is designed to get pupils to identify ways the school keeps them safe. A discussion is held around all aspects identified regarding the reasons why these measures have been put in place.

The GCSE RS course in Year 10 includes a *Religion and Relationships* module.

This covers the following topics:

- Human sexuality (includes teaching about different types of sexuality and the laws surrounding age of consent)
- Sex before and outside of marriage

	<ul style="list-style-type: none"> • Contraception and family planning • Religious teachings on marriage • Divorce and remarriage • Nature of families • Purpose of families • Gender equality.
Year 11	<p>In Year 11 in PDP the following topics have been covered/ will be covered this year:</p> <ul style="list-style-type: none"> • Current affairs – most weeks pupils take part in a current affairs quiz, the answers are then discussed with them by the teacher. • The pupils are reminded of the school DSL, Deputy DSL and Mental Health Lead, including their roles. Pupils are also reminded of ‘Pupil information board’ where they will find useful contact details for various agencies who can support them if required. • Usually a class discussion would take place about the work experience placements completed at the end of Year 10 and the positives and negatives the pupils gained from the experience. Pupils usually fill out a work experience evaluation booklet. • A large topic on careers is undertaken in Year 11. Discussions take place with the students about which Post-16 establishments they are interested in attending. Usually guest speakers from different schools and colleges attend the school to give presentations to the pupils and the pupils are given the opportunity to ask questions. Discussions also take place about a visit from a careers advisor (Deborah Wilby) and the Year 11 individual interviews. Pupils are encouraged to start to research their post-16 options online and apply for prospectuses. A discussion also takes place about factors they need to take into account when choosing where to go Post-16. A Careers information sheet is handed out to pupils which gives some useful websites to help them start to plan Post-16. The importance of forward planning is stressed to pupils, in particular looking at all their local Post-16 options, the different types of qualification available, looking to see where they can get information from and the creation of a list of factors they need to consider before making their final choice. Usually group visits are arranged to local schools and colleges pupils are interested in attending. Pupils assess how much planning they have actually done in preparation for their Post-16 Education. Pupils are asked to list what they have done and what they plan to do. Pupils are also given time on the internet to research Post-16 options, looking at information on schools and colleges such as previous results, Ofsted

reports and courses they offer. Feedback is also given to the pupils from their careers action plan compiled by the careers advisor (Deborah Wilby).

- During Anti-Bullying Week a topic is taught called *Body Shaming*. Pupils identify cases of body shaming and how this may affect someone's self-esteem. They are taught to recognise how we can make people feel better about their bodies.
- In a topic which looks at the issues of consent, rape and sexual harassment pupils identify cases where sexual boundaries have been crossed and a crime has been committed. They classify cases according to sexual crime, explaining how they know which it is and are able to explain why many people do not report sexual crimes.
- Revision guides are handed out and discussed to help pupils prepare for GCSE trial exams.
- Revision templates are also handed out to pupils to fill in for all of the official summer GCSE's. A discussion takes place about how to plan their revision sessions, pupils are asked to plan the first week of revision at home and bring it in to be checked. Parents receive a copy of the timetable once it had been completed and checked.
- In a topic called *First Aid – CPR* pupils are able to correctly identify and describe the order of the CPR steps and identify what a defibrillator is and how to use one. They are also able to mime these steps on a dummy.
- In a topic called *Pollution, Plastic and our Environment* pupils will be able to correctly identify and describe problems plastic pollution currently presents and how we can help waste minimisation. They will also be able to describe alternative solutions to plastic problems.
- In a topic called *What is good sex?* pupils will learn about what makes good, safe and healthy sex. They are able to describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why.
- A topic called *Safe in School* is designed to get pupils to identify ways the school keeps them safe. A discussion is held around all aspects identified regarding the reasons why these measures have been put in place.

In Year 11 the GCSE RS course includes a *Religion and Life* module. This includes teaching on issues around abortion and the law.

In Year 11 Biology the following content is covered:

Pupils are able to:

- describe the secondary sexual characteristics of boys and girls and explain the cause of these changes in boys and girls and their relevance in reproduction.
- describe the menstrual cycle and fertility including the role of hormones.
- describe hormonal and non-hormonal methods of contraception, explain how hormonal and non-hormonal contraceptives work and evaluate their use.
- describe the use of fertility drugs in women with low follicle-stimulating hormone levels. They can also explain the process of In Vitro Fertilisation (IVF) and evaluate the use of fertility treatments.
- explain why sexual reproduction produces variation in the offspring, but asexual reproduction does not.
- describe sexual reproduction in animals and plants.
- define the term clone.
- explain the term gametes and describe their genetic material.
- explain why sexual reproduction results in variety. Draw diagrams to explain how gametes are formed in meiosis and explain the number of chromosomes in the gametes during meiosis and fertilisation.
- describe how an embryo is formed.
- compare mitosis and meiosis.
- describe advantages and disadvantages of sexual and asexual reproduction and describe some organisms that can reproduce by both methods.

Appendix 2: Orchard School – Parent/Guardian form: withdrawal from sex education taught within RSE

TO BE COMPLETED BY THE PARENTS/GUARDIANS			
Name of child:		Year	
Name of parent:		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/ guardian signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/guardians	
Completed by:	

Additional Information for curriculum taught for Year 1/2

Year 1/2 PDP Intent, Implementation and Impact Statements

Intent

Twinkl Life's PSHE and Citizenship scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as Diverse Britain, to promoting strong and positive views of self in Think Positive and Be Yourself. Twinkl Life PSHE and Citizenship units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help. Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

Twinkl Life's PSHE scheme of work is designed to be taught in thematic units, which consist of six lessons, each with supporting materials including a Planning Overview, assessment statements, Learning Journey Record and display materials. It is suggested that these units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons also signpost key words, building a rich vocabulary to develop understanding. Twinkl Life's PSHE units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home. Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.

Impact

Twinkl Life's PSHE scheme of work provides schools with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Twinkl Life's PSHE scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The Twinkl Life PSHE and Citizenship scheme of work can be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.