



**Grange
Academy**

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**Bedford Inclusive Learning
and Training Trust**

Achieving • Believing • Collaborating

Relationships, Sex and Health Education (RSHE) Policy Grange Academy

Policy Status: Recommended

Review Cycle: Annually

Owner: Catherine Assink

Date: September 2025

Approved by: Trust Board

Date: September 2025

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Our commitment

All BilTT schools are committed to equipping all of our pupils with the character and knowledge they need for a happy and successful life. We teach pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships and build their self-efficacy. We do this by ensuring that:

- High quality, evidence-based and age-appropriate teaching of RSHE effectively helps prepare pupils for the opportunities, responsibilities and experiences of adult life.
- The teaching of these subjects also promotes the spiritual, moral, social and cultural development of our pupils. For example, we help pupils learn and remember more through the exploration of age and cognitively appropriate moral dilemmas.
- RSHE education is accessible for all our pupils. We refer to the guidance for preparing for adulthood, as set out in the SEND Code of Practice when designing RSHE.

Our relationship, sex and health education leaders

Every BILTT school has their own allocated RSHE Leader who works closely with their Safeguarding Lead as well as the ICT Teacher to ensure that all aspects of the curriculum are covered in an appropriate, engaging and meaningful way.

Legislation and statutory guidance

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (updated 2021), made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education compulsory for all pupils receiving secondary education up to the age of 16.
- This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of children's learning including:
 - Statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.
 - The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.
 - Keeping Children Safe in Education (Updated September 2025).
 - The Equality Act 2010, particularly the public sector equality duty (PSED) (s.149 of the Equality Act).and the Special educational needs and disability (SEND) code of practice: HM Government 2014.
 - The Data Protection Act 2018 and General Data Information Protection Regulations.
 - Introduction to requirements – GOV.UK
 - Plan your relationships, sex and health curriculum - GOV.UK
 - Teaching about relationships, sex and health - GOV.UK
 - Relationship Education, Relationship and Sex Education and Health Education guidance
 - Inspecting teaching of the protected characteristics in schools – GOV.UK

Definitions

Through designing and delivering the RSHE curriculum we take into account the age, SEND needs and religious background of all pupils and ensure that their teaching is appropriate and that the topics outlined in the statutory guidance are appropriately handled. We ensure that the content and materials used to support teaching are appropriate for the age and cognition of pupils and sensitive to their needs. As a result, the needs of all pupils are appropriately met, and

all pupils understand the importance of equality and respect. With cognition and maturity in mind, during the secondary phase we include time for open discussion of topics that children and young people may find particularly difficult, such as consent and the sending of 'nudes'

Relationships and health education (RHE) for primary phase pupils means:

- Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. This means that by the end of their time in Robins and Falcons nests, our children have a secure understanding of:
 - Families and people that care about them;
 - Caring friendships;
 - Respectful relationships;
 - Online relationships;
 - Staying safe. Please also refer to our safeguarding policy and online safety policy

Relationships, sex and health education (RSHE) for secondary phase pupils means:

We build upon the foundations of relationship education throughout the school and ensure that by the end of key stage 4 we:

- Make explicit that that sexual violence and sexual harassment (including online) are not acceptable, will never be tolerated, and are not an inevitable part of growing up
- Give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We ensure that lesbian, gay, bisexual and transgender specific content is included within the delivery of our program.
- Provide information on contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)
- Focus also on teaching pupils what is acceptable and unacceptable behaviour in relationships. This helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Accordingly, by the end of secondary phase education our pupils have a secure understanding of:
 - Families and respectful relationships including friendships;
 - Online and media;
 - Staying safe;
 - Intimate and sexual relationships including sexual health.
 - Specific teaching of what is meant by consent and implications for young people beginning to have relationships

The aim of our RSHE programme is to specifically support pupils in:

- Understanding human sexuality and to respect themselves and others. It does not encourage early sexual experience or experimentation.
- Developing safe, fulfilling and healthy sexual relationships at the appropriate time.
- Understanding the law, taking into account age, physical and emotional maturity, cognition, religious background and developmental differences when planning and delivering our learning.
- Developing pupils' resilience and nurturing their positive values through planned opportunities for social interaction within the community.
- Feeling that the content is relevant to them and is clear, sensitive and respectful, and recognising that they may be coming to terms with their own sexual

- orientation or identity.
- Becoming well informed about the range of aspects of the law which relate to sex including: the age of consent, what consent is and is not, the definitions of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Building awareness of grooming, sexual exploitation, sextortion and domestic abuse, including coercive and controlling behaviour.
- Understanding the physical and emotional damage caused by female genital mutilation (FGM) and the context of the law surrounding this and other forms of 'honour based violence.'
- Understanding the rules and principles of staying safe online and having a strong understanding of how data is generated, collected, used and shared online.

All BILTT schools deliver some aspects of the National Curriculum for science at an appropriate level. This includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

- There is no right for parents to withdraw children from the National Curriculum for science.
- Our curriculum for teaching science can be viewed online on our website

The RSHE curriculum:

Our RSHE curriculum is founded on the following:

- Our intention to ensure that all pupils can access RSHE and to achieve the goals as outlined in each school's curriculum plan
- Our implementation of this curriculum enables all pupils to receive this learning in the most appropriate way that enables teachers to accurately assess pupils' progress towards the end of phase goals.
- The impact of this curriculum is evident within pupils' attitudes, positive behaviour and increased confidence in managing relationships with others.

We will ensure that our parents and carers are fully informed about the RSHE curriculum through updates on our website. We will review and evaluate the effectiveness of this curriculum once per year.

If parents or carers have any queries, we will gladly meet and discuss them.

Delivery of the RSHE curriculum:

- Our RSHE curriculum is taught within classes by class teachers
- This delivery is enhanced by visits from external organisations and guest speakers where appropriate.
- We will also provide opportunities for parents and carers to attend information evenings.
- In teaching sex education, we provide a non-judgmental, factual approach within a safe environment that allows scope for young people to ask questions in confidence. Our teachers are trained to use distancing techniques, to set ground rules and anonymous question boxes to help manage sensitive discussion and receive responses to these questions.
- It is important that responses are given that satisfy pupils' curiosity in order to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content, or encourage contact and conduct that is unsafe.

- Our online policy applies to all aspects of RSHE

Equality statement

- We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010.
- We ensure that there is no discrimination towards pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).
- In planning for delivery of Relationship, sex and health education, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.
- We are also aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, Relationships education is especially important for those pupils, for example those with social, emotional and mental health needs or learning disabilities. This is reflected within our planning for this subject.

Roles and responsibilities

Relationship, sex and health education leaders in our academy

Every school has their own nominated RSHE Lead who holds the responsibility for collaborating with parents and external agencies on planning the curriculum for RSHE. In collaboration with other senior staff, the RSHE lead has responsibility for:

- Implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate;
- Providing or sourcing appropriate training for colleagues as appropriate.
- Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects;
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND;
- Ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn through regular consultation.

Headteachers

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing any requests to withdraw pupils from non-statutory components of RSE. They are also responsible for ensuring that staff have appropriate training and are given opportunities to keep up to date with local and national guidance.

The right to be excused from sex education (the right to withdraw)

- We appreciate that some parents/carers may wish to exercise their right to withdraw their child from some or all of the sex education that is delivered as part of statutory RSHE.
- When a parent / carer advises the academy that they wish to withdraw their child, our Headteacher will meet with the parents/carers and the child to understand the reasons for the withdrawal request. This discussion will also focus on the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.
- For most pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the Headteacher in deciding whether to grant a parental request. However, there may be exceptional circumstances where

the Headteacher will want to take a pupil's SEND into account when making this decision.

- When a pupil is excused from sex education, we will ensure that this pupil receives appropriate, purposeful education during the period of withdrawal.

Working with parents, carers and the wider community

- We recognise that the role of parents in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- We provide opportunities for parents to collaborate with the academy on planning and delivering RSHE.
- We ensure that parents are advised what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.
- We provide parents/carers every opportunity to understand the purpose and content of RSHE through the content on our website, parents' consultations and personal communications.
- We welcome any questions about the school's approach to RSHE from parents/carers to help increase confidence in the curriculum. We will also provide opportunities for parents to discuss what their children will be taught, address any concerns and help support parents in managing conversations with their children on these issues.
- In order to provide an RSHE curriculum which is appropriate to the needs of all pupils with SEND, closer collaboration with some parent/carers may be required. This may also involve partnership with outside agencies. All BILTT schools are committed to providing the highest quality learning, so that all pupils, including those with SEND, make outstanding progress in RSHE.

The board of governors

Our local board of governors (LGB) ensure that:

- All pupils make progress in achieving expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teachers explore how new pedagogies and technology can be fully utilised to support the subjects;
- Teaching is delivered in ways that are accessible to all pupils with send;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations with regards to relationships, sex and health education.

Working with external organisations or visitors

- Agree in advance, how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Please refer to our Child Protection and Safeguarding policy.
- Any information provided for visitors is in line with the Data Protection Act 2018 and GDPR regulations.
- Where we use an external organisation or visitor to deliver sessions, the aim will be to supplement learning provided by the teacher, not to replace it: Where we use an

external agency or visitor to deliver a session or sessions for pupils, we will follow our usual process for checking credentials.

- We will ensure that the proposed teaching fits in with our planned programme and published policy and will enhance the teaching of that topic.
- We will discuss how the visitor will deliver their sessions and ensure that the content is age and cognition appropriate and accessible for pupils.
- We will request to view the materials visitors will use in the sessions as well as a session plan in advance, so that they can co-plan, including ensuring that it is well differentiated to meet the full range of pupils' needs

Review process

This policy will be reviewed annually by the academy and trust RSHE lead and Designated Safeguarding Lead. At every review, it will be approved by the BILTT Board of Trustees and Academy LGB.

Links with other policies

This policy also links to other policies and procedures which can be accessed via the school's website.

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Code of Conduct
- Equal Opportunities
- Online Safety Policy

Appendix 1: Relationship education outcomes for pupils at end of the primary and secondary phase

Topic	Focus Area Robins, Falcons	Focus Area in Eagles, Kestrels and Red Kites
Self-Awareness (SA)	1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others	1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure
Self-Care, Support and Safety (SSS)	1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private	1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling
Managing Feelings (MF)	1. Identifying and expressing feelings 2. Managing strong feelings	1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction 4. Expectations of relationships/abuse
Changing and Growing (CG)	1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships	1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent, and contraception 5. Long-term relationships/parenthood
Healthy Lifestyles (HL)	1. Healthy Eating 2. Taking care of physical health 3. Keeping well	1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco
The World I Live In (WILI)	1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community	1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances

Appendix 2: Physical health and mental wellbeing

In addition to learning about relationships, by the end of primary school age, pupils need to understand the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The RSHE curriculum will be complemented by teaching pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

By the end of Year 6 pupils will:

Mental wellbeing	Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	Pupils should know: • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted

	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	Pupils should know: • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	Pupils should know: • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	Pupils should know: • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	Pupils should know: • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	Pupils should know: how to make a clear and efficient call to emergency services if necessary concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle



LTP 3 Year Rolling Programme - RSHE - Eagles

LOTC	Hello Yellow Day CIN Day – charity event Visits to local shops – Christmas Fayre Enterprise project	Anti-bullying ambassadors – Visits to local shops Enterprise project – class fund raising Workplace visit	Flat Stanley First Aid workshop Class Jobs Local leisure visit
Online Safety- Each Year	• Making responsible choices • Online interactions • Who am I talking to? • Content and contact – evaluating representations online • Internet traffic light • Online issues – key themes • Media pressures and influences online • How social media can affect me	• Forms of communication (gifts, emojis, memes) • Safe behaviours online • Trust and is it truth? • Chat rooms and groups • Sharing online and consequences • Respect and consent – boundaries • Online connections/contacts – who can I trust? • Grooming/cat fishing	• Impact of technology on health and wellbeing – positive and negative – how to manage • Tips/advice to promote healthy online use • Accessing health/wellbeing advice online • Pressures that technology place on people and how to manage this • Consent/ Peer Pressure • Persuasive design and content
Year 1	Term 1	Term 2	Term 3
	• Things I am good at • My beaming personality - personal strengths • What makes me feel good/ bad • Discrimination: sex, gender, race, etc • Being a Good Friend • Understanding my emotions • Healthy and unhealthy relationships	• Diversity – Valuing everyone around us • Sexual orientation. Growing up – exploring different relationships • Stereotyping • Bullying – the victim/ protagonist and onlooker	• Taking care of ourselves • Elements of a healthy lifestyles • Fitness • What to do when you feel unwell. Who pays for my prescription • Healthy eating • Smoking/ Vaping/ Edibles • Setting personal goals
Year 2	Term 1	Term 2	Term 3
	• Exploring different job roles • Research the local labour market • Meet and question people about their jobs • Professional appearance and conduct • Class business project: money made to be spent as class chooses!	• Friendship (valuing others/ managing conflict) • Kind and unkind behaviours • Self-esteem and unkind comments • Managing big feelings • Reproduction • Appropriate/inappropriate behaviour in relationships • Consent / Peer pressure	• Feeling frightened/worried • Medicinal drugs • Keeping safe around water and in the home Exploring emergency situations in the home • Keeping safe online • Transition and safety
Year 3	Term 1	Term 2	Term 3
	• Talking without words/ Communication & Body Language • Appropriate/ inappropriate touch • Learning to Listen / Hold a conversation • Social scripts • Formal vs informal situations	• Crime in our community – what can we do • knife crime • grooming/ cat fishing • gambling • Using the internet safely • Debating issues	• Taking responsibility in the community • Taking responsibility for our world – making a difference • Persuading others to do the right thing • Road safety: on foot, scooters/bikes etc. • Recycling project - for a chosen cause



LTP 3 Year Rolling Programme - RSHE - Falcons

Year 1		Term 1:	Term 2:	Term 3:
Online Safety- each year		- Media balance - Putting a stop to online meanness - Getting help - Being internet secure and kind / responsibility for own behaviour - Grooming	- Safety in my online neighbourhood - Internet traffic lights - That's private! - Who's safe and how do I know?	- Pause for people - Let's give credit! - Is seeing believing? - How long do things stay online? - Things spread quickly - Media vs reality
Skills and Knowledge	Half term 1	Self-Awareness (SA) - Things we are good at - Kind and unkind behaviours	Self-Care, Support and Safety (SSS) - Taking care of ourselves - Keeping safe	Healthy Lifestyles (HL) Healthy Eating
	Half term 2	Managing Feelings (MF) - Identifying and expressing feelings - Managing strong feelings	Changing and Growing (CG) - Baby to adult - Changes at puberty	The World I Live In (WILI) - Respecting differences between people - Rules and laws
Year 2		Term 1:	Term 2:	Term 3:
Skills and Knowledge	Half term 1	Self-Awareness (SA) - Playing and working together - People who are special to us	Self-Care, Support and Safety (SSS) - Trust - Keeping safe online	Healthy Lifestyles (HL) Taking care of my physical health
	Half term 2	Managing Feelings (MF) - Identifying and expressing feelings - Managing strong feelings	Changing and Growing (CG) - Changes at puberty - Dealing with touch	The World I Live In (WILI) - Jobs people do - Money
Year 3		Term 1: Pre-history	Term 2: Pyramids and pharaohs	Term 3: Planet Earth
Skills and Knowledge	Half term 1	Self-Awareness (SA) Getting on with others	Self-Care, Support and Safety (SSS) Public and Private	Lifestyles (HL) Keeping well
	Half term 2	Managing Feelings (MF) - Identifying and expressing feelings - Managing strong feelings	Changing and Growing (CG) - Changes at puberty - Different types of relationships	The World I Live In (WILI) - Taking care of the environment - Belonging to a community



LTP 3 Year Rolling Programme- RSHE- Kestrels

LOTC	Hello Yellow Day CIN Day – charity event Visits to local shops – Christmas Fayre Enterprise project	Anti-bullying ambassadors – Visits to local shops Enterprise project – class fund raising Work place visit	Flat Stanley First Aid workshop Class Jobs Local leisure visit
Online Safety- each year	• Making responsible choices • Online interactions • Who am I talking to? • Content and contact – evaluating representations online • Internet traffic light • Online issues – key themes • Media pressures and influences online • How social media can affect me	• Forms of communication – gifs, emojis, memes • Safe behaviours online • Trust and is it truth? • Chat rooms and groups • Sharing online and consequences • Respect and consent – boundaries • Online connections and contacts – who can I trust? • Grooming/cat fishing	• Impact of technology on health and wellbeing – positive and negative – how to manage • Tips and advice to promote healthy online use • Accessing health and wellbeing advice online • Pressures that technology place on people and how to manage this • Consent/ Peer Pressure • Persuasive design and content
Year 1	Term 1	Term 2	Term 3
	• Things I am good at • My beaming personality - personal strengths • What makes me feel good/ bad • Discrimination: sex, gender, race, disability etc • Being a Good Friend • Understanding my emotions • Healthy and unhealthy relationships • How social media can affect me	• Diversity – Valuing everyone around us • Sexual orientation. Growing up – exploring different relationships e.g LGBT+ • Stereotyping • Bullying – the victim/ protagonist and onlooker	• Taking care of ourselves • Elements of a healthy lifestyles • Fitness • What to do when you feel unwell. Who pays for my prescription • Healthy eating • Smoking/ Vaping/ Edibles • Setting personal goals
Year 2	Term 1	Term 2	Term 3
	• Exploring different job roles • Research the local labour market • Meet and question people about their jobs • Professional appearance and conduct • Class business project: money made to be spent as class chooses!	• Friendship (valuing others/ managing conflict) • Kind and unkind behaviours • Self-esteem and unkind comments • Managing big feelings • Reproduction • Appropriate and not appropriate behaviour in a relationships • Consent /Peer pressure	• Feeling frightened/worried • Medicinal drugs • Keeping safe around water and in the home Exploring emergency situations in the home • Keeping safe online • Transition and safety
Year 3	Term 1	Term 2	Term 3
	• Talking without words/ Communication & Body Language • Appropriate/ inappropriate touch • Learning to Listen / Hold a conversation • Social scripts • Formal vs informal situations	• Crime in our community – what can we do • knife crime • grooming • cat fishing • gambling • Using the internet safely • Debating issues	• Taking responsibility in the community • Taking responsibility for our world – making a difference • How to persuade others to do the right thing • Road safety: on foot, scooters/bikes etc. • Recycling project - to raise money for a chosen cause



LTP 3 Year Rolling Programme- RSHE-Red Kites

LOTC	Yr 11 College Open Day Parent drop in for post 16 providers Hello Yellow Day CIN Day College visits /Careers Fayre	Apprenticeships Team – workshop Visits to local shops – Christmas Fayre Enterprise project	Anti-bullying ambassadors – School Nurse Visits to Town Travel Training Enterprise project – class fund raising	Flat Stanley First Aid workshop Work experience Gambling – WORKSHOP College Visits Workplace visit
Online Safety – each year	- How to capture bullying content as evidence - what does it look like? - Perception and viewpoint – making accurate judgements - How to help people - Healthy and unhealthy relationship behaviour - Positive online reputation - Influences online - Managing pressure - Live streaming	- Sharing details - Identifying and recognising being targeted by groups/apps and what to do - Sharing information and images/ nudes and sextortion - Permission and consent - Free apps and services - Gambling online - Grooming Harassment online	- Being sceptical - Evaluating digital content - Making safe choices - Key concepts- fact, opinion, belief, evidence and reliability - Being drawn into an agenda or targeted - Impact of media and its influence on my opinions - Addressing extremism and radicalisation - Online influencer - Body image/ Impact of social media	
Year 1	Action Planning – Unit 1 Emotional Wellbeing – Unit 5	Being a Critical Consumer – Unit 11 Diversity, Prejudice and Discrimination - Unit 12	Relationships and Behaviours in the workplace -Unit 9 Healthy Lifestyles – Unit 6	
Topic	- Highlighting my talents – preparing for interview. (Personal strengths, Personal Action Plan) - Identifying and expressing feelings - Managing strong feelings - Mental wellbeing/ health/ Manage pressure - Body image/ Impact of social media	- Exploring consumer influence - Financial decision making - Roles and responsibilities - Differences and similarities - Discrimination and The Law - Diversity/rights and responsibilities - Addressing extremism and radicalisation	- Personal Care and supporting others - Sexual health - Strong Body – strong mind – how to be our best self - Physical activity - Eating choices to influence lifestyle - Drugs education – county lines/ exploitation - Peer influence, substance use and gangs	
Year 2	Friendships and feelings – Unit 2	Applying for Jobs and courses - Unit 8.2 Career Explores Unit 8.1	Personal Safety – Unit 10	
Topic	- People who are special to us – Circle of Trust - Building relationships – informal and formal - Identity and relationships - Conflict management - Self-esteem and assertive behaviours - Standing up for my own beliefs	- Making informed career choices - Applying for jobs and courses - Building for the future - Developing skills and aspirations	- Feeling unsafe – reflecting on risky situations and how to manage them - Exploring emergencies in the community - Personal safety when out in the community - gambling - Transition and safety	
Year 3	Making informed Careers Choices – Unit 7	Sex and relationship Education – Unit 3	Personal Finance – Unit 4 Personal	
	- Preparing for adulthood - Making informed career choices - Applying for jobs and courses - Careers in the Community - Preparing for work experience: CV, letter of application. - Preparing for interview	- Romantic feelings and sexual attraction - Different types of sexual orientation - Respectful relationships - expectations of relationships/abuse - Communication in relationships - Healthy and unhealthy relationship behaviour - Intimate relationships, consent and the law - Exploring influence - Sexual health	- Preparing for adulthood - Financial decision making - Income: work, benefits, gifts - Managing money – saving types of bank accounts - Using Bank apps safely/ scams - Ways to pay - Safe spending on the internet - Spending in the community (personal safety) - Budgeting for a function	



LTP 3 Year Rolling Programme -Life Skills- Robins

Year 1	Term 1	Term 2	Term 3
Focus	Selfcare and hygiene	Responsibility	Safety
Project	How do I look after my body?	How can I develop my personal responsibility?	How can I protect myself?
Skills & Knowledge	- Describe their daily bedtime routine; - Explain what happens if you do not exercise regularly. - explain that other people have rights for their own body; - list foods that are good to have once a week; - identify hazard signs that mean something is dangerous; - explain what germs are and why people need to keep clean.	- Understand that litter should go in the bin - Spot litter in your local school community What effect can litter have in the environment? - Understand that we can reduce litter by recycling materials. - Approach questions like: <i>-Where can we reduce materials locally?</i> <i>-What materials can be recycled?</i> <i>-Can you promote recycling?</i>	- To know my home address - To be able to identify what an emergency is - Know how to dial 999 if there is an emergency - To be able to call me parents' /carers' mobile number
Year 2	Term 1	Term 2	Term 3
Focus	Health and well being	Cooking and nutrition	Relationships
Project	It's my body	What type of food is healthy for my body?	Who is special to me?
Skills & Knowledge	- Describe their daily bedtime routine; - explain what happens if you don't exercise regularly; - explain that other people have rights for their own body - list foods that are good to have once a week; - identify hazard signs that mean something is dangerous; - explain what germs are and why people need to keep clean.	- Eat a food I have not tried before - Distinguish healthy from unhealthy food - Making good healthy choices - Prepare a healthy snack/drink - Understand why people should eat healthy foods	- Recognise people who are special to me - Describe feelings for the people who special to me - explain why a family network is important; - know what makes someone a good friend and demonstrate these qualities; - put positive resolution techniques into practice - cooperate with others to complete a task; - identify several ways to show others they care and understand the importance of doing this.
Year 3	Term 1	Term 2	Term 3
Focus	Health and wellbeing	Living in the wider world (1)	Living in the wider world (2)
Project	Safety first	Energy matters	Money matters
Skills & Knowledge	Identify some everyday dangers; Understand basic rules that help keep people safe; Know what to do if they feel in danger; Identify some dangers in the home; Identify some dangers outside; Know that their private body parts are private; Recall the number to call in an emergency; List some people who can help them stay safe.	- Explain ways we can save energy. - Identify everyday appliances that require the use of energy - Identify why energy is important in our lives - Understand what we need to do to keep our bodies warm - Know that recycling helps to save energy - Identify everyday items that can be recycled	- Understand why we need money to do certain things e.g. go shopping etc - Understand why is important to keep our money safe - Learn how to make a shopping list of 5 to 10 items I need to buy and know how much money I can spend.