But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

Edwinstree Middle School
A Voluntary Controlled Church of England School

Relationships, Sex and Health Education (RSHE) Policy

(This includes reference to the wider Edwinstree Life Skills Curriculum)

Amended September 2026
Review: September 2027

Introductory Statement

This policy covers Edwinstree Middle School's whole school approach to Relationships, Sex and Health Education (RSHE).

We believe that RSHE is vital for the personal, social, and emotional development of our pupils. It equips out students with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

Edwinstree Middle School believes that all students have a right to holistic, inclusive and needs-led RSHE. We believe that through providing high quality RSHE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference and that all students have the right and we have the responsibility to support them to flourish.

This policy was produced in consultation with our staff, board of governors, pupils and
Parents and Carers. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website and available for print on request.

The information below complies with our statutory obligations to deliver RSHE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education guidance. We regularly review for updates. IE Sept 2026.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSHE programme continues to meet the needs of our students.

The policy should be read in conjunction with other relevant policies: anti-bullying policy, behaviour policy, child protection and our online safety policy,

Terminology

PSHE – This is the term for a subject taught at most schools and stands for "Personal, Social, Health and Economic." At Edwinstree we refer to this subject as Life skills.

Lifeskills – This represents the specific implementation of PSHE used at Edwinstree Middle School. It strives to include:

- all the statutory guidance from the Department for Education
- the changing needs of the local and wider community
- it is largely based on the topic headings and recommendations of the The PSHE Association and based upon their two documents *Programme of Study* and *Programme Builders*
- adaptations will be made based on national and localised research or data relevant to our young people.
- Our behaviour and attendance data and analysis mean that we do adapt the curriculum to support the needs and or safeguard the community where a need arises.

RSHE – This stands for *Relationships, Sex and Health Education* and represents a subset of the whole PSHE/Life Skills curriculum.

DFE Guidance –This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 –This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching relationships education, relationships and sex education (RSE) and health education
This guidance updates the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019.
.
PSHE Association – This is a non-governmental organisation which represents the *National Body for PSHE Education*.

Statutory Requirements for a Policy

The statutory DFE Guidance states that:

- all primary schools must have a written policy for Relationships and Health Education and also for Sex Education (if they choose to teach it additional to the statutory science curriculum.)
- all secondary schools must have a written policy for Relationships, Sex and Health Education (RSHE).

This document fulfills the above requirements.

It is *not* a statutory requirement to have a separate policy for the whole of Personal Social Health and Economic (PSHE) education.

Equality, inclusion and social justice

We believe that RSHE is a key vehicle for promoting equality, inclusion and social justice. Our RSHE is designed to promote gender equality through challenging gender stereotypes, sexism, misogyny and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSHE curriculum that makes every pupil feel valued, included and is relevant to them. This means we are committed to an age and stage appropriate LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSHE.

An inclusive RSHE at Edwinstree Middle School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010 and PSED duty, including due regard and explicit teaching of all Protected Characteristics.

The policies below provide further clarity on how we address prejudice related incidents and discriminatory behaviours.

- Anti-Bullying Policy
- Behaviour Policy
- Equality Policy
- Child Protection Policy (Safeguarding)
- Online Safety.

Definition of Relationships, Sex and Health education

We define relationships, sex and health education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

The lessons that Edwinstree Middle School specifically define as *Sex education* are highlighted in Red in the table in appendix 1. The two lessons defined as Sex education are:

1. Year 6 How a baby is made.
2. Year 8 Contraception/Sexual Health choices.

We take the approach that Relationships, Sex and Health Education are best approached in an integrated way and using a gender equity and human rights framework. We follow the guidance set out by the Valuing All God's Children 2019 Church of England guidance.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the statutory DFE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. This includes due regard for the DFE KCISE guidance linked here: Keeping children safe in education - GOV.UK

We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens, including due regard for British Values and the law
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSHE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSHE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject Content

The curriculum programme is developed by The Leader of Life Skills in conjunction with the views of teachers, the Wellbeing team, pupils and parents.

In Edwinstree Middle School we will meet the learning objectives and content outlined in the DFE Guidance. We further include the recommended content of the PSHE Association.

All themes will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Our RSHE curriculum delivery is outlined in Appendix 1 at the back of this document. To help understand the full context of RSHE within Life Skills we further include the overall Life Skills Scheme in Appendix 2.

We also facilitate subject content through extra-curricular opportunities or wider personal development such as our Collective Worships, morning wellbeing sessions and sports/ creative clubs. These provide due regard for all pupils' mental health and wellbeing.

As we continue to adapt the curriculum to meet current needs of our students, there will likely be changes to the overall Life Skills curriculum. There may also be changes to the RSHE scheme.

All significant changes to the RSHE scheme, in particular, those that represent changes to Sex Education, will be communicated in the weekly Edwinstree School Parent Newsletter.

Subject delivery

RSHE will be delivered in Edwinstree Middle School as part of our Life Skills curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach.

The Leader of Life Skills will work closely with colleagues in related curriculum areas (including science, computing and PE) to ensure a holistic and joined-up approach to what is taught in the subject.

Lessons are delivered by our trained Subject Leader and trained classroom teachers. There will be occasions where adaptations are made in response to pupils needs such as 1:1 provision with appropriately trained staff.

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as collective worship, the morning school sessions and healthy outdoor activities.

RSHE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we
can respect the wishes of parents who have withdrawn their children from this content. We commit to publishing in advance when and what topics in advance in our weekly parent newsletter and making sure parents know how to withdraw. Any parent taking this option will be met to discuss how to support their child during this period.

The programme will be delivered in a non-judgmental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSHE.

All staff who have responsibility for delivering Life Skills and RSHE will undergo training on a regular basis to ensure they are up-to-date with the RSHE policy and curriculum requirements regarding RSHE.

In addition to ongoing training, CPD will also be scheduled in response to updates to our RSHE curriculum delivery and any new development in terms of course content.

Monitoring and assessment

We regularly monitor our RSHE curriculum and resources to ensure that the quality of teaching is consistent, that the curriculum is meeting the current national requirements under the statutory DfE guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team in conjunction with Edwinstree Middle School Lead for Life Skills and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- *Planning scrutiny*
- *Looking at samples of pupils' work*
- *Stakeholder voice and partnership with external providers such as HFL Education*
- *Learning walks.*
- *Sumnative quizzes*
- *Baseline new vocabulary*
- *Threshold concepts*

Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness.

The evaluation process involves structured and informal pupil and staff feedback including:

- *Teacher evaluation of lessons and the overall RSHE programme*
- *Feedback and evaluation by pupils (for example, using pupil interviews, questionnaires/ surveys, focus groups or using pupil question boxes.)*
- *Sampling pupil work and portfolios*
- *RSHE reviews with HFL Education*
- *Self-evaluation and training with organisations such as the PSHE Association.*

Pupil assessment

Lessons are planned to ensure that pupils of differing abilities, including the most able, are supported through adaptations within the Herts ordinarily provision. For example texts are adapted for readers that struggle with fluency. Pupil voice are used to assess understanding and quizzes play both a formative and sumnative assessment role.

Pupil voice

Pupil voice is central to the culture and ethos of Edwinstree Middle School and Life skills will evaluate with students the impact of the curriculum.

We use pupil voice to evaluate how relevant and engaging RSHE is to children's lives. Throughout our RSHE curriculum delivery we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSHE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering pupil questions

RSHE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSHE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Where students wish to ask questions anonymously, we facilitate a question box option for classes. We also sign post support and help within school and externally.

Working with parents/carers

We believe that the successful teaching of RSHE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSHE of their children through exploring discussions at home that have taken place in school. Parents are alerted to themes prior to teaching via our curriculum newsletter.

Our RSHE policy has been developed through consulting parents and carers.
We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- *Parents' evenings*
- *Sharing copies of the* policy *and curriculum overviews in face-to-face meetings and/ or through emails*
- *Communication to parents/carers giving information about when RSHE will be delivered and when certain classes (including classes that involve sex education) will take place.*

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to come into the school.

We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Statutory Parental right to request their child be excused from sex education

The DFE Guidance states that:

- Parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSHE. Based upon our current curriculum this means that the right of withdrawal is for the following two lessons:
    - Year 6 How a baby is made.
    - Year 8 Contraception/Sexual Health

- Parents/carers do not have a right to withdraw their child from Relationships Education, from Health Education or from any sex education delivered as part of the Science curriculum.

We believe that the lessons that we are delivering in all year groups are relevant to the needs of all students and are age appropriate. It is our aim to encourage parents to see the value of RSHE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. We are keen for all students to attend all lessons, including school defined sex education.

Should a parent decide that they do not wish their child to take part in these lessons, we would ask that they first make an appointment to speak to the headteacher and subject lead to discuss their concerns. The headteacher and subject lead will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive school defined sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms in partnership with our first and upper school.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Working with visitors and external agencies

From time-to-time Edwinstree Middle School may invite external experts and visitors to deliver parts of our Life Skills and/or RSHE curriculum delivery.

External visitors will be selected in order to enrich and supplement our scheme by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.
- That they have due regard for the updated DfE statutory guidance (July 2025).

Safeguarding and child protection

Edwinstree Middle School acknowledges that Life Skills and RSHE are crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. It also helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues covered, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Edwinstree Middle School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

At Edwinstree Middle School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the curriculum delivery and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Statement by the Governing Body/Trust

In adopting this policy, the Governing Body/Trust recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, monitored, staffed and timetabled in a way the ensures that the school fulfils its legal obligations.

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

Appendix 1

Relationships Sex and Health Education Curriculum

The following represents the lessons that are planned within the specific RSHE section of the curriculum. The intention is to teach all of these lessons as a unit.

As we continue to adapt the curriculum, there will likely be further teaching and overlaps that refer to the *Relationships and Health* aspects of RSHE. Although this is not currently expected, in the event of any additional teaching that refer to the *Sex* aspect of RSHE parents will be pre-warned within the school's weekly newsletter.

Year 5	Year 6	Year 7	Year 8
Time To Change	Puberty recap	Puberty and emotional changes	Relationship values
Menstruation and Wet Dreams	Puberty: Change and becoming independent	Menstrual wellbeing	Influences on Relationship Expectations
Personal hygiene	Positive, healthy relationships	Healthy and unhealthy relationships	Sexual Orientation and Gender Identity
Emotions and feelings	How a baby is made	Managing conflict	Consent – avoiding assumptions
Keeping My Body Safe (incl. age appropriate FGM preventative education)	Consent KS2	Introduction to consent KS3	Sexting
Boys Talk/Girls Talk on puberty		Body image	Pornography, Sexting and the Law
		Keeping My Body Safe KS3 (incl. age appropriate FGM preventative education)	Contraception/STI's

The lessons that we define as Sex education are highlighted in Red in the table above. Within the detailed overview below you will find these lessons within:

- *Relationships 2 - Unit 4 RSHE Year 6 – How a Baby is Made*
- *Relationships 2 - Unit 4 RSHE Year 8 – Contraception and Sexual Health*

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

Appendix 2

Life Skills Curriculum *(An in-depth overview of learning across all year groups)*

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

Learning objective/question in Green
Possible Activities and other notes in Red

Year 5 PSHE Curriculum delivery 25/26 Can we map Autumn, Spring Summer?

Don't Forget The Various Starter Ideas

Is it Time For A Mindfulness / Self-Esteem Session?

Relationships	Health and Wellbeing	Living in the Wider World
Unit 1 Together Everyone Achieves More	***Unit 2 Think Positive***	***Unit 3 Does Money Make the World Go Round? (Part 1)***
A New Start Year 5: Edwinstree School Ethos What is Edwinstree's ethos and Christian values? Christian Values Cross Equity versus Equality Respect – Commitment - Empathy Zones of Regulation Candle Unique – Wonderful – Flourish (Year 5 - Where can you find these in school?) ***(Optional)*** **A Letter To Your Future Self**	**Edwinstree Language for emotions. What are the Four Zones of Regulation?** What are the zones of regulation and how do I feel? Zones of Regulation poster How do we behave when we are in each zone?	**One World - Global Citizens** I can talk about and understand how we can be responsible global citizens. What does it mean to be a global citizen? Images – how are these people being a global citizen?
Together Everyone Achieves More I can talk about the attributes of a good team. Choose a good team that you know of or are part of, what are the positive attributes of this team? Draw what a good team looks like, write down the positive attributes (could use magazines etc instead of drawing the team.	**The Cognitive Triangle** I understand the link between thoughts, feelings and behaviours. Create a positive/negative chain and stick in? Create a thought/feeling/behaviours triangles.	**One World - Global Warming** I can describe what global warming is and what we can do to help prevent it from getting worse. Global warming prevention Images – how are these people preventing global warming?
Communicate I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. Letter to the Head, to increase/decrease school holidays. Scenario cards – appropriate way to communicate?	**Thoughts Are Not Facts** I understand the concept and impact of positive thinking. Bring in a worry doll/puppet or bring in teddy bears to share worries with. Create your own positive affirmations.	**One World – How Can I Help: Energy** I can explain how our energy use can harm the environment and describe what we can do to help. Taking Action Role-Play Cards Energy -Spreading the Word My Energy Pledge
Compromise and Collaborate I can compromise and collaborate to ensure a task is completed. Planning a party activity – compromising Creating a song – how do you agree on lyrics? Scenarios – how would compromise help?	**Face Your Feelings** I can recognise and manage uncomfortable feelings. Where in your body do you feel the various emotions/ feelings – link to Happy Human project.	**Money - Look After It!** I can explain some financial risks and discuss how to avoid them. Invest for success game Different amounts of money – where can I put it safely?
Care	**Choices and Consequences** I understand the importance of making good choices. How do you make a difficult decision? Once you've started with pros and cons, do you then need to prioritise them?	**Money - Critical Consumers** I understand how retailers try to influence our spending. Product comparison cards and activity
	Being Present I can use mindfulness techniques in my everyday life. Could practise different kinds of mindfulness and meditations eg drawing meditation, walking meditation, yoga meditation, use of Calm or Headspace.	**Money and the Environment - Ethical Spending** I can discuss the spending decisions people have to make. What's the real cost? Value for Money and Ethical Spending Word Search Ethical Spending Debate Cards

As a Christian school we recognise the unique and wonderful in everyone.
As a community we support one another to flourish, and live life in all its fullness.

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

I can reflect on the need to care for individuals within a team. How to be sensitive to other people's needs (Body language, ways of talking etc) Create a pack of class care cards. **Unkind Behaviour** I can identify hurtful behaviour and suggest ways I can help. Scenario cards – 1 spot the problem, 2 what are the effects 3 how help. Storyboard to illustrate the impacts. **Shared Responsibilities** I can understand the importance of shared responsibilities in helping a team to function successfully. What are our responsibilities in the classroom and what happens if we don't do them? Role play.	**Yes, I Can!** I can apply a growth mindset in my everyday life. Growth Mindset	
Relationships 2	**Health and Wellbeing 2**	**Living in the Wider World 2**
Unit 4 RSHE Year 5 ***This unit mainly uses the PSHE Association RSHE kitemarked lessons.*** **Time To Change** What are some of the physical changes that happen during puberty? Labelling body parts. Body changes during puberty. **Boys Talk/Girls Talk Film** What are some of the physical changes that happen during puberty? All About us - Living and Growing series Overview of physical and emotional changes during puberty – boys and girls. **Menstruation and Wet Dreams** Can I use scientific vocabulary to describe body parts? Can I explain what happens during menstruation? Can I explain what is meant be a wet dream? Male and female genetalia. Menstrual cycle. Note from TH Link developing bodies to Emotional Well being. **Personal Hygiene** Can I explain how to keep clean during puberty? Hygiene questions. **Keeping My Body Safe (incl age appropriate FGM preventative education)** How can I ensure that everyone stays safe?	***Unit 5 How To Look After Myself And My Body*** **Exercise Right, Sleep Tight** I understand why getting enough exercise and enough sleep is important. Good night's sleep cards. Bedtime routine checklist Guided sleep meditation **Taking Care of Our Bodies** I understand how to take care of my body Self-care bingo Self-care checklist Healthy kids problem posts. **Harmful Substances** I understand the harmful effects of using drugs, including alcohol and tobacco. Basic substances are their effects. How do you feel about different substances eg age restrictions. **How We Think and Feel About Our Bodies** I understand what a positive body image is. Feeling good about ourselves How do stereotypes about the perfect body impact us? Body image, what's important? **Healthy Choices** I can make informed choices in order to look after my physical and mental health. "What choice would you make?" cards. Balanced lifestyle cards.	***Unit 6 Diverse Britain*** **Buntingford – How Diverse are we?** To start the unit, consider the community of Buntingford or Stevenage etc. Perhaps use www.streetcheck.co.uk /postcode/sg99aw to help us analyse. **Identities** I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. Poster of how to show respect for all faiths and ethnicities. **Communities** I can explain what a community is and what it means to belong to one. Write short newspaper report of community incident showing community spirit. When considering community spirit, think of Covid eg Clap for NHS and carers. Rights/responsibilities of a community Community pledge. **Respecting The Law** I can explain why and how laws are made and identify what might happen if laws are broken. Write a Beginners Guide to the law ie some laws, how it helps and consequences for breaking. Imagine Buntingford (or Edwinstree) without any laws (or rules), what would it be like? ***(Combine following 2 lessons)*** **Local Government** I can discuss the terms democracy and human rights in relation to local government. Local government jigsaw – county council, boroughs etc Local government quiz

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

This is a light touch on this sensitive subject. Myths and facts. UN Rights of the Child.	Story - A healthy day in the life.	**National Government** I can discuss the terms democracy and human rights in relation to national government. National government quiz Computing link: could you use TinkerCAD to create a 3D model of parliament/Big Ben? **Making A Difference** I can investigate what charities and voluntary groups do and how they support the community. What charities does Edwinstree support? eg ActionAid Matching Charities with what they do Research on various charities Kahoot – Name the charity (title "PSHE Charities")

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

Learning objective/question in Green
Possible Activities and other notes in Red

Don't Forget The Various Starter Ideas

Year 6 PSHE Curriculum delivery (25/26)

Is it Time For A Mindfulness / Self-Esteem Session?

Relationships	Health and Wellbeing	Living in the Wider World
Unit 1 VIPs In Our Life	***Unit 2 Digital Wellbeing***	***Unit 3 Does Money Make the World Go Round? (Part 2)***
A New Start Year 6: Our Trusted 5 and Review of Zones of Regulation Who are the people we turn to at Edwinstree? Who are the people we turn to at home? Trusted 5 Hand. Zones of Regulation Poster Zones of Regulation Calming Techniques ***(Optional)*** **A Letter To Your Future Self** **People We Love** I can explain how VIPs who love and care for each other should treat each other. Self Talk – loving ourselves. Loving cards. How can I show love each day. **Think Before You Act** I can identify different ways to calm down when I am feeling angry or upset. Calming Techniques Link to Zones of Regulation Calming Techniques Scenario cards **It's OK to Disagree** I understand that people have different opinions that should be respected. Disagreements activity sheet Resolution techniques **You Decide** I can identify negative influences on my behaviour and suggest ways that I can resist these influences. Handling peer pressure scenarios Take action – what to do when when under pressure	**My Digital Life** I can identify the benefits of the Internet and know how to look after my digital wellbeing. Healthy digital life poster Internet Usage cards – sort into positive & negative **Staying Safe, Healthy and Happy Online** I know how to stay safe, healthy and happy online and when I use digital technology. Staying Safe, Healthy and Happy Online Quiz **Online Relationships** I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. Assessing Online Relationships – Appropriate or inappropriate? Respectful Online Relationships Drama Cards **Social Media** I know how to use social media responsibly to protect the health, wellbeing and rights of all. Is That OK to Share Sorting Cards Social Media for Wellbeing Slogan **Saying No to Online Bullying** I know what online bullying is and what to do if I see or experience it to help make it stop. Impact of Online Bullying Detailed Scenarios **Fake News** I understand not all information online is true and know how to assess the reliability of both text and images.	**One World - Biodiversity** I can understand what biodiversity is and explain the importance of doing all we can to encourage it. An Image of Biodiversity The Benefits of Biodiversity Sorting Cards (Order in importance) Refer to Edwinstree Worm Bins **One World – How Can I Help: Water** I can describe how we can use water responsibly and understand the importance of doing this. Water – how can we conserve? Water Acrostic Poem **One World - In Our Hands** I can make choices which make the world a better place and that help people across the world. My manifesto for a Better World My Sustainability Choices **Money - Budgeting** I can explain why budgeting can be helpful and how a budget can be made. Let's Go Shopping – Weekly items under £50 Spending calendar and storyboard for the month **Money and Emotional Wellbeing** I can discuss the impact money can have on people's emotional wellbeing. How can spending money on different things affect our emotional wellbeing? Spending money wisely (and unwisely) photos **Money in the Wider World** I can explain the impact spending has on our environment. Tax spending bingo game

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

Secrets I can explain when it is right to keep a secret, when it is not and who to talk to about this. Telling secrets – which are ok to keep? **False Friends** I can recognise healthy and unhealthy relationships. Signs of an unhealthy friendship Risky friendships/relationships	Link to computing. How to assess reliability online Misinformation wordsearch Making safe choices cards	Ethical spending comparisons eg use of palm oil and deforestation
Relationships 2	**Health and Wellbeing 2**	**Living in the Wider World 2**
Unit 4 RSHE Year 6 ***This unit mainly uses the PSHE Association kitemarked RSHE lessons.*** **Puberty Recap** What are the changes that happen during puberty? Puberty scenarios Changes – important to know now, in future, never? **Puberty: Change and Becoming Independent** How can we manage change and becoming more independent? Child/teenager/adult – life stages In what ways do we become more independent? **Positive, Healthy Relationships** What helps to create and maintain loving relationships? Different kinds of relationships Relationship qualities Relationship stories and changes **How A Baby Is Made** Introduction to loving relationships and sexual intercourse Links to science year 7 Concept conversation sheet How a baby is made sequencing cards How a baby is made video All About us - Living and Growing series **Consent** Do I understand the meaning of consent? From the EC Scheme Personal space case studies and reply slips.	***Unit 5 Safety First*** **You Are Responsible** I can take responsibility for my own safety. "Safe or risky?" cards Responsibility crossword **What Are the Risks?** I can assess and manage risks in different situations. Risk-o-meter in different scenarios Who could help? **Making Your Mind Up** I can confidently identify and manage pressure to get involved in risky situations. Risky situations - dealing with pressure scenario cards Group – will people admire you if do something risky? **In an Emergency** I can act sensibly and responsibly in an emergency. Different emergencies Health and Safety in School **Home - Safe and Sound** I can identify hazards and reduce risks to keep myself and others safe at home. Spot the hazards picture pack Safe House Action Plan **Outdoors - Playing It Safe** I know how to stay safe in different outdoor environments. Outdoor Risk Assessment Play It Safe Outdoors Crossword *Fireworks Safety Poster (Bring forward to November)* Hazards, Dangers and Risks Outdoors Photo Pack	***Unit 6 Aiming High*** **You Can Achieve Anything!** I can understand how people learn new things and achieve certain goals. Look at how much I've learnt already. How I learn best – the best environment for me. Learning styles – auditory, visual, kinaesthetic. **Breaking Down Barriers** I can understand that a helpful attitude towards learning can help us succeed in life. Motivational poster when facing challenge. Motivational Quotes – create your own. **Future Focus** I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them Personal opportunities when you are older. Opportunity scenarios. **Equal Opportunities** I can understand that gender, race and social class do not determine what jobs people can do. Negative impact of stereotypes. Anyone can be a beautician or a bricklayer. **The World of Work** I can understand there are a variety of routes into different jobs which may match my skills and interests. My interests, skills and talents from early years to UKS2. Scenarios - What career might these children end up in?

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

		Onwards and Upwards I can discuss my goals for the future and the steps I need to take to achieve them. Create your own fortune teller with card. Steps to success.

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

Learning objective/question in Green
Possible Activities and other notes in Red

Year 7 PSHE Curriculum delivery (25/26)

Don't Forget The Various Starter Ideas

Is it Time For A Mindfulness / Self-Esteem Session?

Relationships	Health and Wellbeing	Living in the Wider World
Unit 1 Friendship, Bullying, Protected Characteristics Year 7 ***(Part 1 of KS3 Friendship, Bullying, Diversity, Protected Characteristics)*** **A New Start Year 7: Edwinstree School Ethos** What is Edwinstree's ethos and Christian values? Christian Values Cross Equity versus Equality Respect – Commitment - Empathy Zones of Regulation Candle Unique – Wonderful – Flourish (Year 7 – What impact have they had?) ***(Optional)*** **A Letter To Your Future Self** **Friendship and Empathy** To learn how to make and maintain positive friendships and develop empathy for others. Making friends. Maintaining friends. Role Play **Bullying and Bystanders** To learn about bullying in all its forms and how to prevent or challenge it. Is it bullying? The impact of bullying If there was empathy how would we re-write the story? **Discrimination / Protected Characteristics** Describe how we tackle the unacceptability of prejudice-based language and behaviour? The Equality Act 2010 What are the nine Protected Characteristics? Which protected characteristic was broken?	***Unit 2 Zones of Regulation*** ***(pending new online Zones curriculum: https://zonesofregulation.com/digital-curriculum/)*** **Recap of the Different Zones** Zones of Regulation Board Game ***Zones Part 1 – Emotions based on Inside Out film.*** **Which emotion fits into which Zone of Regulation?** What do each of the zones of regulation mean? Video clips - Sadness, Anger, Joy, Fear, Disgust. Memory orb or character study for emotions. **Personality Islands** What are some of your personality traits? Draw your Personality Island. Poem. ***(Complete either Zones 2a or 2b)*** **Zones Part 2a** What are the Zones of regulation and why are they important? How they help us as individuals and as a community? What are the zones of regulation – how do we behave when we are in each zone? How does our zone of regulation connect with other people's zones? My zones across the day **Zones Part 2b** What is mental health? How can I support myself to have good mental health? What is metacognition and how can we use this skill to help us to maintain good mental health? How can prolonged periods of stress impact on us and what can we do to reduce stress? What are grounding techniques how might we use these to reduce stress and to remind us to use metacognition?	***Unit 3 Money and Banking in The Digital World*** ***(Part 1 of KS3 Money)*** **Money: Buntingford, Herts and the UK** What and where are our local banks? How much do people earn locally? Local banks, ATMs etc. How much do people earn in UK, Herts, Buntingford? Is this a lot of money? **Money: The Basics of Banks** To develop an understanding of what is meant by banking and what the role of a bank is. What Is a Bank? / What Is Banking? Interest Overdrafts Bank Statements Direct Debits and Standing Orders Key-term matching. **Money: Different Kinds of Bank Accounts** To develop an understanding of different types of bank accounts. Types of Bank Accounts Accounts for Children and Teenagers Choosing the Right Account Opening an Account Key-term matching. **Money: Debit Cards and Credit Cards** To develop an understanding of the difference between debit cards and credit cards. Debit Cards Cashpoint Cards Credit Cards Compare Different Cards Kahoot – Credit /debit cards ***(Part 1 of Digital Literacy)*** **Digital Safety A** Terminology. Online rights & responsibilities. Privacy and security eg passwords. Hacking. Uses of internet. Strangers Online Grooming **Digital Safety B**

		Intimate Images. Advice Scenarios. Fake news Cyberbullying. Reporting tools.
Relationships 2	**Health and Wellbeing 2**	**Living in the Wider World 2**
Unit 4 RSHE Year 7 ***This unit mainly uses the PSHE Association RSHE kitemarked lessons.*** **Puberty and emotional changes** What are some of the emotional changes during puberty? Emotional change scenarios – what do I already know? Recap of physical changes during puberty. Family scenarios and emotional changes during puberty. **Menstrual wellbeing** How do we help to ensure menstrual wellbeing? I can describe and evaluate a range of menstrual products. I can challenge assumptions and stereotypes about menstruation. Different menstrual products – suitability, availability, environmental, misconceptions. Menstrual wellbeing forum posts. **Healthy and Unhealthy Relationships** What creates and maintains a healthy relationship? I can describe the features of committed stable, healthy relationships. I can explain appropriate online relationship behaviours. Healthy relationships mind map. Challenging relationship behaviours based on gender stereotypes. Healthy and unhealthy relationship behaviours. **Managing conflict** How can we manage relationship conflicts in families? I can recognise that disagreements in family relationships are common, but that effective. communication can improve relationships. I can explain different communication styles and their likely impacts. I can give examples of effective communication. Conflict management discussion. Communication strategies. Conflict scenarios and storyboard, **Introduction to consent KS3** What does consent mean, legally and ethically, and what does it mean in practice?	***Unit 5 Keeping Healthy and Safe*** ***Keeping Healthy*** **Health and Wellbeing Overview KS3** Describe the benefits of physical activity, healthy food exercise for physical and mental health. Explain the difference between health and wellbeing and why they are both so important. Healthy lifestyle and personal hygiene videos. Exercise & sleep / Diet and nutrition / Medical care and hygiene Any changes I want? **Importance of Exercise** Explain how exercise helps us maintain healthy body and mind. Aerobic exercise / Anaerobic exercise. Short and long term benefits. **Personal hygiene, oral health and preventing infections** Factors which contribute towards excellent personal hygiene and oral health. How to prevent infection Personal hygiene products. Advice to others. Preventing infection. Mindfulness Self-esteem ***Keeping Safe:*** **First Aid - St John's Pathway Step 1** Basic Life Support KS3 Primary survey Recovery position CPR and Defibrillators(AED) **First Aid - St John's Pathway Step 2** ***(Optional)*** Bleeding KS3 Signs/Symptoms Treating Severs Bleeding video (Trigger warning) Nose Bleed **Gangs and knife crime**	***Unit 6 Careers - Basic*** ***(Part 1 of KS3 Careers)*** **Careers: Interests, Skills, Qualities, Values (Part 1)** Careers: What are my interests, skills and qualities and how do I develop them? Which are which?- Interests, qualities, skills Personal template: Interests, skills, qualities **Careers: Interests, Skills Qualities, Values (Part 2)** Careers: Where do my values fit in? Personal template **Careers: My future** Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable. What comes to mind when you think about a career? Can your career save the environment? Can your career save a life? Can your career keep us safe? Can your career be creative? Do you have the skills?

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

I can explain how consent is sought, given, and not given in a healthy relationship. The word consent – mindmap. Parallel lines – practical example of safe consent. Verbal and non-verbal cues. Age of consent. **Body image** What can help to ensure a good body image? Body image statistics. Create an infographic on body image (male and/or female). **Keeping My Body Safe KS3 (incl. age appropriate FGM preventative education)** How do we keep everyone safe? What do you already know? What is FGM? FGM and human rights. Myth busting. Reporting FGM.	Impact of knife crime and gangs What is a gang? Legal age for knives. What kind of crime is most common in Buntingford?	

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

Learning objective/question in Green
Possible Activities and other notes i

Don't Forget The Various Starter Ideas

Year 8 PSHE Curriculum delivery (25/26)

Is it Time For A Mindfulness / Self-Esteem Session?

Relationships	Health and Wellbeing	Living in the Wider World
A New Start Year 8: Recognise Achievements and/or Offer Self Compassion Can I recognise my achievements and be compassionate for any mistakes? Write a Letter of Advice to My Younger Self ***Unit 1 Diversity*** ***(Part 2 of KS3 Friendship, Bullying, Diversity, Protected Characteristics)*** **Recap of Protected Characteristics** Equality and Human Rights Commission Video (Depending on understanding.) **DDG: What is Microaggression?** Can I recognise Micro-aggression? Can I understand its impact on others? Experiences of microaggression. Affected groups. Racial microaggression. Impact. **DDG:Responding to Microaggression** Can I take action against micro-aggression? Living with microaggression. Classroom examples. SWAN – How to respond. Kahoot. **DDG: Awareness of Microaggression** Can I identify micro-aggression in daily life? Can I demonstrate my understanding of Micro-aggression? Advertisements. Create a play - using the strategies. **DDG: Exhibiting Micro-aggression** Can I explain what to do if I am identified as using micro-aggression? Case studies	***Unit 2 Y8 Mental Health and Emotional Wellbeing*** **Healthy Sleep Habits – Edwinstree and Beyond** I can explain the impact of sleep on health and wellbeing. I can describe healthy sleep patterns and identify factors which can reduce sleep quality. I can describe a range of strategies for ensuring appropriate sleep patterns. Kahoot on the Science of Sleep Sleep quiz Sleep benefits Sleep strategies and scenarios **Attitudes to mental health** Evaluate the links between mental health and physical health. Identify common misconceptions about mental health. Recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health. Explain to an alien what is mental health. Finish the conversation quiz – how much do you know about mental health? Helpful and unhelpful language when talking about mental health. **Promoting emotional wellbeing** Ways to promote emotional wellbeing. To build resilience and how to reframe disappointments and setbacks. Wellbeing changes in a typical day. Managing disappointments and setbacks. ***(Likely don't need this topic now)*** **Digital resilience** The impact of social media on mental health and emotional wellbeing. Strategies to develop digital resilience. Selfies – why do we take them? A typical digital day.	***Unit 3 Economic Wellbeing in The Digital World*** ***(Part 2 of KS3 Money)*** **Money: Buntingford, Herts and The UK** Is Buntingford expensive to live in? What are the most popular jobs locally? How much do different people earn in the most popular jobs locally? Cost-of-living: How much does a house cost in Buntingford and local area? **Money: Wants, needs and priorities** Describe where particular needs and wants fall on Maslow's Hierarchy of need. Explain why we need to learn about wants and needs and priorities. Is this a want, a need or a priority? Maslow's Hierarchy. Case studies. Video bingo. **Money: Producing a Budget** Understand what a personal budget is. Understand why it is important to have and to stick to a personal budget. To be able to plan a contingency plan. What Is a Personal Budget? What Would My Outgoings Be If I Lived on My Own? What Is a Contingency Plan? (My budget for when I leave home) **Money: Taxes** How is tax collected and what is it used for? How is tax collected? Income tax and other types of tax What is tax used for? What are subsidies? ***(Part 2 of Digital Literacy)*** **Social Media Safety**

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

	Unhealthy coping strategies (self-harm and eating disorders) Unhealthy coping strategies, including self-harm and eating disorders. Why, when and how to access support for themselves or others. Opinions about self-harm and eating disorders. Fact-checking: self-harm and eating disorders leaflet. Case studies and card sort. **Healthy coping strategies** Healthy ways to manage difficult feelings or challenging circumstances. Intensity of feelings. A day in the life of two youngsters. Signposting support. **Change, loss, grief** The effects of change, loss and grief • strategies for managing these and accessing support. Scenatios Circles of support /Edwinstree Trusted 5. Support cards.	**Social Media Safety A** The "Curated Self." Body Image and Discussion cards. Body positivity. Advertising. Social comparison. **Social Media Safety B** Social media scenarios. Fake news. Social media privacy settings.
Relationships 2	**Health and Wellbeing 2**	**Living in the Wider World 2**
Unit 4 RSHE Year 8 ***This unit mainly uses the PSHE Association RSHE kitemarked lessons.*** **Relationship Values** How do we develop realistic and healthy relationship values and expectations? Values statements. Relationship red flags. Exiting a relationship/friendship. Relationship scenarios. **Influences on Relationship Expectations** How do we challenge unrealistic relationship expectations? Relationship expectations – agree or disagree? Sending nudes. Gender expectation stereotypes. Helping a friend. **Sexual Orientation & Gender Identity** Do I understand and respect the spectrum of gender identities and sexual orientations? Definitions of terminology. Childline – issues that face the LGBT+ community. Friend scenarios. **Consent - Avoiding assumptions**	***Unit 5 Substances*** **Introduction: Hertfordshire and the UK; Kahoot** Do children misuse substances? Smoking/vaping data for UK. Vaping in Herts. Kahoot about Drugs **Understanding Drugs** Do I know what we mean by substance use? What are the risks and effects of caffeine consumption? What is the impact of energy drinks? Draw someone who uses drugs (stereotype). Caffeine scenario and Energy drinks reduction. What do energy drinks do to your body? **Tobacco – risks and influences** Can I understand and manage influences relating to tobacco and nicotine product use? Attitudes continuum. Risks of tobacco cards. **Vaping – risks and influences** What are the risks and effects of vaping? Timeline for a day.	***Unit 6 Careers – Going Deeper*** ***(Part 2 of KS3 Careers)*** **Careers: My future (2024 only)** Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable. What comes to mind when you think about a career? Can your career save the environment? Can your career save a life? Can your career keep us safe? Can your career be creative? Do you have the skills? **Employability** What are employability and work skills? What skills are employers looking for? Transferable/soft skills. Who would you employ? **Teamwork** Identify the challenges we face but also the benefits we reap by working as part of a team. Describe how teamwork is a valuable life skill, especially when it comes to future employment. Videos - Teamwork benefits Paper Tower Challenge

But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever. Psalm 52:8.

Can I explore the common assumptions related to consent and how do I challenge them? Assumption statements. Assumption scenarios. Advising others. **Pornography, sexting and the Law** Pornography, sexting and sex. What does the law say? **Contraception and STIs** What is contraception and what are STIs? (Introduction) Names of different kinds of contraception. NHS Condom demonstration video. Introductory mention of STIs, main focus chlamydia.	Consequences of vaping – environmental, health, legal. **Alcohol Risk** What are the risks and consequences of alcohol use? Short-term and long-term risks of drinking alcohol What influences us to drink alcohol? Alcohol units. Kahoot – Alcohol quiz. **Substances and the Law** Substances - What is allowed and when? Introduction to other drugs. School rules about substances. Is this situation legal or illegal? Drugs Quiz	**Entrepreneurs** What does it mean to be an entrepreneur? How do businesses make money (workflow) Elon Musk example How did these people become entrepreneurs?