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1.0 SCHOOL BACKGROUND INFORMATION AND INTENT

Orchard Manor School (part of the Outcomes First Group) is a school for children and young people aged 4-16 years. All the students have a diagnosis of autism, many who have additional complex needs including moderate and severe learning difficulties, social emotional and mental health difficulties, global delay, communication and sensory differences. All of our young people are extremely vulnerable, and many have experienced disruption to formal education. For some students this has resulted in long periods of absence from education and has impacted on their self-confidence and self-esteem.

At Orchard Manor School we believe that all young people deserve the right to an education that will support them to become happy and confident individuals with the right skills, knowledge, qualifications, and

achievements that will support them in the future. Our intention is that when students leave Papworth Hall School, they have acquired the necessary life skills, appropriate to their needs. We want all our students want all of our students to develop strategies to learn how to deal with society so that they will have good mental health and wellbeing.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental, and physical development of our students, preparing them for the opportunities, experiences, and responsibilities for later life. Our Relationships and Sex Education (RSE) and Health Education enables our young people to learn how to be safe, and to understand and develop healthy relationships both now and in their future life.

2.0 PSHE

At Orchard Manor School PSHE is a core subject. We teach PSHE as whole-school approach to underpin out student's development as people because we believe this best supports their learning capacity. Our PSHE curriculum allows our students to acquire the necessary life skills at a level appropriate to their needs. Orchard Manor School deliver PSHE as a golden thread throughout the curriculum alongside subject specific sessions.

We follow the PSHE Education Planning Framework for students with SEND written by the PSHE Association (see Appendix 1 and Appendix 2) but is not limited to the statutory content. Our PSHE curriculum also includes RSE, life skills, enterprise and careers education (following the Gatsby Benchmarks as part of the DfE Careers Strategy). In essence, PSHE can be observed happening right across the school day. Our student have Personalised Learning Intentions to address areas of need or vulnerabilities identified. The long term curriculum map may also be adapted at any point in response to wider school issues which arise.

Our broad and balanced PSHE curriculum helps our young people to become informed, thoughtful and responsible citizens who are aware of British Values and their duties and rights. It encourages students to make a positive contribution to the life of their school, communities, and the wider world. It encourages respect for different nations, religious and ethnic identities It also helps students to develop an understanding of career managements and employability skills as well as developing an understanding of the world of work.

3.0 STATUTORY REQUIREMENTS

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8 In Key Stage 2 we teach Relationships education, and in Key Stage 3, 4 and 5, we teach Relationships and Sex education, with all Key Stages being taught Health Education, thus following the statutory guidance as set out by the Department of Education and the Independent School Standards. In addition, at Orchard Manor School:

- teaching reflects the law and teaches about applicable laws so that pupils are clear on rights and responsibilities
- teaching is sensitive and inclusive.
- teaching is inclusive to meet the needs of all pupils so that they are able to understand the importance of quality and respect
- we work closely with parents and are respectful of pupils' and parents' backgrounds and beliefs
- we communicate the right to request withdrawal from some or all of the sex education
- we will take into account the age and religious background of all pupils
- we make sure that RSHE is accessible to all pupils, including those with SEND
- we teach about LGBT+ content at integrated and timely point

The staff team and wider community model positive relationships Orchard Manor School complies with the Equality Act 2010:

- we will not treat pupils with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation less favourably.
- we will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.
- we will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity

4.0 DEFINITIONS

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Health Education is focused on teaching pupils how to make good decisions about their own physical health and mental wellbeing. It involves learning about what is healthy and what is an issue and teaches students how and who to seek support when needed.

5.0 PREVENT DUTY

As a school we need to 'have due regard to prevent people from being drawn into terrorism' and to

'Protect children from the risk of radicalisation' (p4 Prevent Duty Guidance).

This means that staff need to:

1. Be able to identify children and young people who may be vulnerable to radicalisation
2. Build resilience to radicalisation by promoting British values
3. Enable children and young people to develop an understanding of the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Through this teaching students will learn to recognise and manage risk, make safer choices, and recognise when pressure from others threaten their personal safety and well-being. Providing an effective PSHE curriculum in which students are helped to learn right from wrong, mix and share with other children and value others views, know about similarities and differences between themselves, challenge negative attitudes and stereotypes, develop effective ways of resisting pressure, explore sensitive or controversial issues and learn how to manage difficult situations with confidence and determination is seen as instrumental.

6.0 CURRICULUM DELIVERY

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons." DfE Guidance p.8

At Orchard Manor School, we include the statutory RSE within our whole school PSHE curriculum. Biological aspects of RSE are also taught within the science curriculum in some classes (dependent upon their curriculum pathway).

Our (pre-formal) pathway focuses on expanding student experiences (including statutory coverage of the PSHE/SRE curriculum), preparation adulthood and engagement in learning. All Students in this pathway are working on Personalised Learning Intentions (PLI's) based on the areas of identified need in their EHCP outcomes. Progress in this pathway is measured against progress made towards their PLI's. In order to ensure students in his pathway access a broad and balanced PSHE curriculum, each half term the PSHE coordinator creates Medium term plan, based on the themes outlined in the long term plan. Within the medium plans, there is also planned opportunities for progression in the PSHE association framework within the sessions for those students with potential to do so. Students will also have planned opportunities to develop key life skills in our onsite bistro, independent living skills flat, and our grow and cook area.

Students in our (formal) pathway are allocated one structured teaching session per week to teach the PSHE Framework as well as additional timetabled PSHE sessions to focus on life skills, careers and personal development. The allocated times varies dependent on learners' needs within that class and the curriculum pathway they are following.

Our (Semi formal pathway) Pathway enables students to access formal PSHE/SRE structured teaching sessions. Students in this pathway may focus on personalised learning intentions, enabling them to access more structured adult led sessions. PSHE sessions are identified on class timetables.

At Orchard Manor School we use a holistic, person-centered approach to the development of our young people to ensure they achieve the best possible outcomes. Although we follow a framework that is organised into key stages, our PSHE curriculum is flexible and key stages are followed depending on the individual needs and main areas of development within that class, as opposed to their age group. Teachers take into account the needs and feelings of students' and deliver the content of the PSHE curriculum in a developmental and age-appropriate way suited to individual needs. Each class also accesses assemblies and has praise and reward systems in place that are personalised for their students.

All of our students are given the opportunity to work individually, and in groups where appropriate, on a range of skills and activities. They are also given the opportunity to acquire the necessary skills and understanding to develop independence and decision making at a level that is appropriate to their ability, though practical application of real-life situations and though cross-curricular activities. Students are expected to practice their skills and apply their knowledge in other curriculum to support the retention of the learning into their long-term memory.

7.0 PRIMARY CURRICULUM CONTENT

Relationships Education

The Key Stage 2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools '*have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. However, 'Sex Education is not compulsory in primary schools'*. (p.23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. We define sex education as understanding human reproduction.

We believe that all children at our school should have access to a sex education programme to enable them to:

- Be safe
- Be provided with the correct scientific terminology and information and taught how to use it in the right context
- Make responsible, informed and healthy choices about their lives now and in the future
- Be respectful of themselves and others to enable them to move confidently through childhood, adolescence into adulthood
- Have the understanding to develop and maintain positive and healthy relationships

Health Education

The Key Stage 2 Health Education focuses on the following key areas:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Teaching children about puberty is now a statutory requirement which sits with the Health Education part of the DfE guidance within the 'Changing adolescent body' strand.

8.0 SECONDARY CURRICULUM CONTENT

Relationships and Sex Education

The Key Stage 3 and 4 Relationships and Sex Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships

- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

Health Education

The Key Stage 3 and 4 Health Education curriculum continues to develop knowledge on topics specified for primary as required and in addition covers the following content by the end of secondary:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See Appendix 1 for more details on the curriculum content.

9.0 EQUAL OPPORTUNITIES AND SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

The DfE Guidance 2019 (p. 15) states, *"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…"*

LGBT content is integrated fully into our curriculum. It is not specifically taught as stand-alone lessons within units. All young people will be taught LGBT+ content in an age-appropriate manner at a timely point in the curriculum. At Orchard Manor School we promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise. Should

any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

For information on how the PSHE association planning framework for students with SEND maps against the DfE statutory guidance for RSE, Relationships education and Health education see Appendix 1.

All students at Orchard Manor have additional learning needs and all have an Education Health Care Plan (EHCP). OMS is committed to providing the environment and opportunities to enable all children and young people with special educational needs to be included, fully, in all aspects of school life. We endeavour to provide equal opportunities for all students taking in to account their cultural background, gender, sex and individual needs, giving every pupil the opportunity to experience success in learning,

We have adapted our curriculum to ensure each young person has access to a broad and balanced curriculum that is meaningful, appropriate and individually challenging. Classroom resources are differentiated as appropriate to address the learning needs of each pupil in order for them to have full access to the contents of the PSHE and RSE curriculum. All teaching and learning opportunities are underpinned with specific objectives, based on individual needs. EHCP outcomes are integrated into the school day and embedded throughout our curriculum. In addition, our health and therapy team work closely together and in collaboration with school, parents/carers, and other professionals to provide a holistic approach.

10.0 ASSESSMENT OF IMPACT

By the time our young people leave Orchard Manor School they will:

- Gained an understanding of how to manage their emotions
- Make healthier choices
- Have had the opportunity to develop positive, healthy relationships with their peers both now and in the future
- Understand the physical aspects involved in RSE at an age appropriate and developmental level
- Have a better understanding of how to stay safe and develop good relationships
- Be greater prepared for adulthood by developing appropriate and manageable key life skills
- Be equipped with appropriate knowledge and skills needed for life in modern Britain

Assessment is integral to teaching and learning in PSHE and is carried out in accordance with the whole-school policy. A large cohort of our students are working in the Pre-formal Pathway therefore, progress is measured through tracking achievements made against in their Personalised Learning Intentions. PLI's are set by the multidisciplinary team, and at the time of setting the targets an agreement is made on what 'steady progress' will look like for the young person. This is used at the time of assessment to determine if they have made slow, steady or good progress.

For students accessing the formal content of the PSHE curriculum, we PSHE Education Assessment Framework for Pupils with SEND to help track our young people's progress in PSHE and identify areas of development.

Our assessment is ongoing and is continually captured throughout the school day when our pupils are seen applying their skills and knowledge in real-life situations or to different subjects using Evidence for Learning. The style of assessment used is non-threatening and promotes the young people's self-esteem. There are clearly defined links between objectives and assessment. The criteria by which the work is to be judged are shared and accessible by the young people, where appropriate. Assessment is continuous and the outcomes of the process are used to inform subsequent teaching. Young people receive regular feedback from their teachers concerning their progress and achievement and this is communicated to parents, carers and associated professionals in termly subject reports and in the statutory annual review documentation.

11.0 ROLES AND RESPONSIBILITIES

The Headteacher

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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
- Communicating with parents when Sex Education is being delivered

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

PSHE Subject Lead

The PSHE Subject Lead is responsible for ensuring pupils are receiving high quality PSHE lessons that are accessible and tailored to individual needs. They will ensure the framework informs planning, teaching and

assessment. They will share knowledge, good practice and keep staff up to date with the current statutory guidance.

The responsibilities for PSHE Subject Lead includes:

- Development of subject policies and planning across the school in accordance with agreed practice.
- Providing support and interventions needed in response to specific vulnerabilities identified by teaching staff/ Designated Safeguarding Lead and Senior Leadership Team.
- Monitoring the impact of the interventions after an identified period of time.
- Adapting the long-term planning in response to school wide issues related to the PSHE curriculum.
- Ensuring, through monitoring of teaching, planning and recording in the subject across the school, that teachers regularly evaluate students' achievements in the area of PSHE with a view to developing life skills at a level appropriate to their special needs. This will include ensuring teachers monitor student progress using agreed school procedures.
- Liaising with external agencies to support the development of PSHE/SRE in Papworth Hall (e.g. NSPCC, sexual health clinic, school nurse)
- Ensuring the development and effective promotion of PSHE in all subjects across the curriculum.
- Identifying in consultation with classes, appropriate resources for use across the school.
- Monitoring the impact of PSHE by undertaking deep dive of the delivery of subject and effectiveness of the PSHE curriculum across the school. The deep dive will identify strengths and areas for development informing the subject action plan.
- Using subject expertise to develop teaching expertise across the school in the subject.
- The PSHE Lead regularly attends further training on PSHE and good practices. .
- Ensuring that school responds to national initiatives/days in an appropriate and relevant manner. Attending INSET in the subject and disseminating information as appropriate
- Staff training and INSET delivery are completed throughout the year.

Clinical Team

Our clinical team at Orchard Manor School comprises of Clinical Lead (Occupational Therapist), Occupational Therapist and Speech and Language Therapist. There is also peripatetic Music Therapy input. Our team provide information to support a holistic approach to the teaching and learning of PSHE. They provide advice, guidance and resources to support staff in ensuring all young people can access our PSHE curriculum. They may also provide 1:1 support to deliver specific interventions based on individual needs.

Students

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

12.0 PARENTS RIGHT TO WITHDRAW

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

All staff at OMS strongly believe that all children should have access to our sex education programme as outlined above. If a parent/carer wishes to withdraw their child from Sex Education lessons, then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child's education.

Key Stage 2

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Head of School. Alternative work will be given to pupils who are withdrawn from sex education.

There are separate rules on withdrawing a child from Sex Education. Sex education is separate from the Relationships and Health curriculum and parents can withdraw children from some or all of the lessons on Sex Education. The head of school must grant a parent's request to withdraw a child beforehand, and it's useful to have good conversations with parents so that they understand fully what their child will be taught.

Before making a request, parents should:

- Ask the school about what will be taught in Sex Education, and when.
- Remember that the science curriculum in all schools includes content on human development, which includes human reproduction.
- Remember there is no right for a parent to withdraw their child from the science curriculum.
-

Key Stage 3, 4 and 5

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

13.0 POLICY MONITORING AND REVIEW

The Senior Leadership Team monitor this policy on an annual basis.

Written By: Paul Sanderson (Headteacher)

14.0 APPENDIX 1 HOW THE PLANNING FRAMEWORK FOR STUDENTS WITH SEND MAPS AGAINST THE DFE GUIDANCE FOR RELATIONSHIPS EDUCATION, RSE AND HEALTH EDUCATION

RELATIONSHIPS EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 and 2 Section and row references:
Families and people how care for me	• that families are important for children growing up because they can give love, security and stability	Self-Awareness: SA4
	• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Self-Awareness: SA4, SA5 Changing and Growing: CG4
	• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Changing and Growing: CG4 Self-Awareness: SA5
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends.	Self-Awareness: SA4
	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Self-Awareness: SA5
	• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Self-Awareness: SA5
	• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Self-Awareness: SA4, SA5
	• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3

Respectful Relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Self-Awareness: SA3
	• practical steps they can take in a range of different contexts to improve or support respectful relationships.	Self-Awareness: SA3 Managing Feelings: MF2
	• the conventions of courtesy and manners.	Self-Awareness: SA3
	• the importance of self-respect and how this links to their own happiness	Self-Awareness: SA4, SA5
	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Self-Awareness: SA2
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Self-Awareness: SA2 The World I Live In: WILI 1
	• what a stereotype is, and how stereotypes can be unfair, negative or destructive.	The World I Live In: WILI 1
	• the importance of permission-seeking and giving in relationships with friends, peers and adults.	Changing and Growing: CG1
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not.	Self-Care, Support and Safety: SSS4
	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Self-Care, Support and Safety: SSS4
	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Self-Care, Support and Safety: SSS4 Self-Awareness: SA2
	• how information and data is shared and used online.	Self-Care, Support and Safety: SSS4
	• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Self-Care, Support and Safety: SSS2, SSS3, SSS4
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Self-Care, Support and Safety: SSS3
	• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Self-Care, Support and Safety: SSS3
	• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Self-Care, Support and Safety: SSS5 Changing and Growing: CG3
	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Self-Care, Support and Safety: SSS2, SSS3

	• how to recognise and report feelings of being unsafe or feeling bad about any adult.	Self-Care, Support and Safety: SSS3, SSS4
	• how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Self-Care, Support and Safety: SSS2, SSS4
	• how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2
	• where to get advice (e.g. family, school and/or other sources).	Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3

POLICY FOLDER: OPTIONS AUTISM – Orchard Manor School

Personal Social Heath (PSHE) Education Policy Including Relationships and Health Education, and our position on Sex Education

Document Type	Policy	**Version Number**	4.0
Policy Owner	Headteacher	**Last Review Date**	September 2026
		Next Review Date	September 2027

part of the Outcomes First Group

HEALTH EDUCATION PRIMARY

Topic	Content grids from the DfE statutory guidance: Health Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 and 2 Section and row references:
Mental Wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health.	Managing Feelings: MF1
	• 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.	Managing Feelings: MF1 Self-Care, Support and Safety: SSS2
	• 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.	Managing Feelings: MF1, MF3
	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2
	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Healthy Lifestyles: HL2
	• 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 itis very important for children to discuss their feelings with an adult and seek support.	Managing Feelings: MF2
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Self-Awareness: SA2
	• 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).	Self-Care, Support and Safety: SSS3
	• 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.	Relationships: Managing Feelings: MF1
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits.	Self-Care, Support and Safety: SSS4
	• 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.	Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4

Internet safety and harms	• 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.	Self-Care, Support and Safety: SSS3, SSS4
	• why social media, some computer games and online gaming, for example, are age restricted.	Self-Care, Support and Safety: SSS4
	• 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.	Self-Awareness: SA2 Self-Care, Support and Safety: SSS4
	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Self-Care, Support and Safety: SSS2 (Secondary framework)
	• where and how to report concerns and get support with issues online.	Self-Care, Support and Safety: SSS4
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle.	Healthy Lifestyles: HL2
	• 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.	Healthy Lifestyles: HL3
	• the risks associated with an inactive lifestyle (including obesity).	Healthy Lifestyles: HL2
	• how and when to seek support including which adults to speak to in school if they are worried about their health.	Healthy Lifestyles: HL3
Healthy Eating	• what constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy Lifestyles: HL1
	• the principles of planning and preparing a range of healthy meals.	Healthy Lifestyles: HL1
	• 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).	Healthy Lifestyles: HL1
Drugs, alcohol and Tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Healthy Lifestyles: HL3

Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Healthy Lifestyles: HL3
	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Healthy Lifestyles: HL2
	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Healthy Lifestyles: HL2
	• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Self-Care, Support and Safety: SSS1
	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.	Healthy Lifestyles: HL1
	• the facts and science relating to allergies, immunisation and vaccination.	Healthy Lifestyles: HL1, HL3
Basic first aid	• how to make a clear and efficient call to emergency services if necessary.	Self-Care, Support and Safety: SSS2
	• concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Self-Care, Support and Safety: SSS2
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Changing and Growing: CG2
	• about menstrual wellbeing including the key facts about the menstrual cycle.	Changing and Growing: CG2

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RELATIONSHIPS AND SEX EDUCATION SECONDARY

Topic	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Families	• that there are different types of committed, stable relationships.	Changing and Growing: CG4, CG5
	• how these relationships might contribute to human happiness and their importance for bringing up children.	Changing and Growing: CG3
	• what marriage is, including their legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).	Changing and Growing: CG5
	• why marriage is an important relationship choice for many couples and why it must be freely entered into.	Changing and Growing: CG5
	• the characteristics and legal status of other types of long-term relationships.	Changing and Growing: CG3, CG5
	• the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.	Changing and Growing: CG5
	• how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
Respectful relationships including friendships	• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1
	• practical steps they can take in a range of different contexts to improve or support respectful relationships	Self-Awareness: SA3, SA5 Changing and Growing: CG3

Respectful relationships including friendships	• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	Self-Awareness: SA3
	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.	Self-Awareness: SA3
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Self-Awareness: SA4
	• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	• what constitutes sexual harassment and sexual violence and why these are always unacceptable.	Changing and Growing: CG3
	• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	The world in which I live: WILI 1
Online and media	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.	Self-Care, Support and Safety: SSS2
	• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Self-Care, Support and Safety: SSS3, SSS6
	• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Self-Care, Support and Safety: SSS6
	• what to do and where to get support to report material or manage issues online.	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	• the impact of viewing harmful content.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4

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Online and media	• that specifically sexually explicit material (e.g. pornography) often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6
	• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Self-Care, Support and Safety: SSS6
	• how information and data is generated, collected, shared and used online (partly).	Self-Care, Support and Safety: SSS2
Being safe	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).	Changing and Growing: CG4
Intimate and sexual relationships including sexual health	• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Changing and Growing: CG3, CG4
	• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing).	Healthy Lifestyles: HL1
	• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	Changing and Growing: CG4
	• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS1
	• that they have a choice to delay sex or to enjoy intimacy without sex.	Changing and Growing: CG4, CG5
	• the facts about the full range of contraceptive choices, efficacy and options available.	Changing and Growing: CG4

Intimate and sexual relationships including sexual health	• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	Changing and Growing: CG5
	• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Changing and Growing: CG4
	• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Changing and Growing: CG4
	• how the use of alcohol and drugs can lead to risky sexual behaviour.	Changing and Growing: CG4
	• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Changing and Growing: CG4

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HEALTH EDUCATION SECONDARY

Topic	Content grids from the DfE statutory guidance: Health Education (Secondary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4 Section and row references:
Mental wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Self-Awareness: SA1, SA2 Managing Feelings: MF2
	• that happiness is linked to being connected to others.	Managing Feelings: MF2
	• how to recognise the early signs of mental wellbeing concerns	Self-care, support and Safety: SSS1 Healthy Lifestyles: HL2
	• common types of mental ill health (e.g. anxiety and depression).	Self-care, support and Safety: SSS1
	• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	Self-Awareness: SA1
	• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Healthy Lifestyles: HL2, HL3
Internet safety and harms	• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.	Healthy Lifestyles: HL5 Self-care, support and Safety: SSS7
	• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	Self-care, support and Safety: SSS4, SSS6

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Physical health and fitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Healthy Lifestyles: HL1, HL2
	• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	Healthy Lifestyles: HL1
Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Healthy Lifestyles: HL4
Drugs, alcohol and tobacco	• the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions	Healthy Lifestyles: HL6, HL7
	• the law relating to the supply and possession of illegal substances.	Healthy Lifestyles: HL7
	• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Healthy Lifestyles: HL7
	• the physical and psychological consequences of addiction, including alcohol dependency.	Healthy Lifestyles: HL7
	• awareness of the dangers of drugs which are prescribed but still present serious health risks.	Healthy Lifestyles: HL6
	• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	Healthy Lifestyles: HL7
Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Self-care, support and Safety: SSS4
	• about dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist.	Healthy Lifestyles: HL1

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Health and prevention	• (late secondary) the benefits of regular self-examination and screening.	Self-care, support and Safety: SSS1
	• the facts and science relating to immunisation and vaccination.	Self-care, support and Safety: SSS1
	• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Healthy Lifestyles: HL1
Basic first aid	• basic treatment for common injuries (partly).	Self-care, support and Safety: SSS4
	• life-saving skills, including how to administer CPR (partly).	Self-care, support and Safety: SSS4
	• the purpose of defibrillators and when one might be needed (partly).	Self-care, support and Safety: SSS4
Changing adolescent body	• key facts about puberty and the changing adolescent body and menstrual wellbeing.	Changing and Growing: CG1
	• the main changes which take place in males and females, and the implications for emotional and physical health.	Changing and Growing: CG1

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