



- 1.1 Information used to inform this policy
- 1.2 Statement of intent
- 1.3 Supporting and communicating with parents/carers
- 1.4 What is Relationship and Sex Education (RSE)

- 2.1 Roles and responsibilities
- 2.2 Professional code of conduct
- 2.3 Staff professional development

- 3.1 Ground rules
- 3.2 Safe practice
- 3.3 Equality and diversity
- 3.4 Confidentiality and child protection

- 4.1 How is RSE taught
- 4.2 Curriculum overview - (Long term Plan)

- 5.1 Intervention
- 5.2 Progress and assessment

- 6.1 Parental request for pupil withdrawal

- 7.1 Parent consultation and Dissemination of policy

Appendix 1: Semi formal assessment criteria

Appendix 2: Formal and academic assessment criteria

1.1 INFORMATION THAT HAS BEEN USED TO INFORM THIS POLICY:

- Education Act (1996)
- Equality Act (2010)
- Children and social work Act (2017)
- DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
- Safeguarding policy 2025
- Intimate care policy 2025
- Curriculum policy 2025
- Keeping Children Safe in Education (Statutory Safeguarding guidance updated 2025)
- The Relationship Education, Relationship and Sex Education and Health Education (England regulations 2019)
- The So Safe Programme – Sexual Health and Family Planning Act
- The Sex Factor Handbook – Chailey Heritage School.
- Providing Relationships and Sex Education for Special Learners - NASEN
- The PSHE Planning Framework for SEND – The PSHE Association

1.2 STATEMENT OF INTENT

Greenfields Academy are committed to delivering an age-related Relationship and Sex Education Curriculum to enable pupils to learn the responsibilities inherent in relationships and the importance of family. It is essential in enabling pupils to understanding healthy and unhealthy actions, behaviours and relationships – and in enabling them to take action to keep themselves safe.

Revised Department of Education (DFE) statutory guidance stated that from September 2019 all schools must deliver relationship education in primary schools, and sex and relationships education in secondary schools.

Greenfields Academy is a learning environment that puts the individual needs of each pupil at the centre of our decisions. We promote care, respect and an inclusive environment that celebrates every success. Our aim is to meet the needs of young people in who have an Education, Health and Care plan who are unable to access a mainstream provision. We prepare pupils for a successful transition to independent or supported adulthood so that they can make a positive contribution within their community. We aim for all our pupils to be happy and proud of who they are with relevant life skills that allows them to live as independently as possible.

1.3 SUPPORTING AND COMMUNICATING WITH PARENTS/CARERS

Greenfields Academy is an inclusive community, and it is our duty under the Equality Act 2010 to ensure that no pupil is disadvantaged because of a protected characteristic. The school embraces equality and diversity and as such it is important that resources used should show the world in which the learners are growing up. Every pupil should feel that they can recognise themselves and their families within the school environment and the curriculum content. In terms of culture, belief, and religion this topic is handed sensitively and any parent wishing to discuss this further should contact the assistant headteacher – pastoral.

School works closely with parents/carers in the development and provision of RSE content. Parents are involved and informed in a variety of ways including:

- Parent consultations regarding policy and curriculum coverage
- Information sharing relating to lessons being planned and delivered in school

We continue to develop specific content, approaches and resources so parents have a greater understanding of how RSE is delivered across all our learning pathways. This also includes opportunities for parents to review this policy document.

Parents can access this RSE policy via the school's website. For those without computers a copy can be provided by school and shared through discussion with the class teacher. Copies can also be provided at parent consultation sessions and at meetings to discuss RSE content delivery.

1.4 WHAT IS RELATIONSHIP AND SEX EDUCATION

Relationships and sex education (RSE) is a part of the broad and balanced curriculum, and provides lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health – this encompasses learning about healthy and unhealthy actions, behaviours and relationships. We place a great importance on pupils learning how to keep themselves safe and developing a functional understanding of consent and why it is so important.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It is not delivered in isolation. It is firmly rooted within the framework for PSHE, which lies at the heart of our policy to raise standards and expectations for all students. RSE is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health.

The RSE curriculum is made relevant by being informed by current and national data, and specialist strategies for delivering RSE to students with special educational needs. Teachers of RSE are advised through on-going professional development.

2.1 ROLES AND RESPONSIBILITIES

The Head teacher will ensure that:

- All statutory elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually. This will be shared with the Local Schools Board (LSB)
- Any parents wishing to withdraw their child from the RSE curriculum will have the opportunity to meet with the Head teacher to discuss the request.
- To ensure that all staff are following the agreed procedures and policy.

The Local School Board will ensure that:

- It considers the advice of the Head teacher when approving this curriculum policy and be informed of current statutory requirements.
- They are assured that the curriculum is being covered in line with the policy and procedures within the school.

Curriculum leaders will ensure that:

- The PSHCE/RSE subject leaders are supported in their role.
- Monitor and review the curriculum with the subject leaders
- Keep up to date with statutory guidance and seek additional advice from external professional where needed.
- Create up to date relevant schemes of learning that are in line with statutory guidance
- Work with the wellbeing teams to explore any more bespoke programs of study
- Ensure that there is a central resource bank of relevant and engaging resources.
- Monitor the delivery and content coverage of the schemes of learning
- Quality assure the teaching and learning of RSE.
- Facilitate collaborative planning opportunities
- Deliver training to staff where needed or redirect individual to additional CPD where relevant.
- Monitor the use of Evidence for Learning to ensure parents are kept up to date.
- Ensure regular moderation and standardisation of learning takes place.

Teaching staff and learning support staff will:

- All staff will be expected to follow the schools professional code of conduct and the guidance within the RSE policy.
- Teachers will be expected to seek advice and guidance in advance of any teaching of RSE if they are unsure of any content.
- Teachers will be expected to follow the schemes of learning set out by the curriculum.
- Teachers will be expected to make necessary adaptations to the content so that all pupils can access the information and present it in a format that enables them to learn.
- Teachers and teaching assistants have the responsibility to pass on any safeguarding concerns that come from conversations or observations of students.

- Teachers will contact parents/carers where a student shares something that requires further discussion with home.
- Teachers will work with leaders for those identified as needing something additional/different or requires a change of group.

Pupils will:

- Participate in the learning in line with the agreed ground rules set out in the beginning of lessons.
- Access learning in a way that suits their individual needs which could be on an individual small group or class basis.
- Be open and honest with parents/carers when discussing issues at home.

Parents and carers will:

- Acknowledge the receipt of the advisory letter and seek advice where necessary on the content being taught through reading policy/website or attending parent meetings.
- Use language that reinforces the learning in school.
- Regularly communicate with school about the content being covered and any concerns raised.
- Share any feedback or changes of behaviour that maybe shared/exhibited before/during or after RSE lessons.

2.2 PROFESSIONAL CODE OF CONDUCT

When delivering Relationships and Sex Education (RSE), all staff must:

Respect and professionalism

- Use inclusive, non-judgmental language
- Demonstrate respect for all pupils, families, and beliefs.
- Create a safe and supportive learning environment
- Establish and reinforce clear ground rules for discussion.
- Encourage mutual respect and active listening
- Respond swiftly to inappropriate comments/humour.
- Do not share personal views or experiences about sexual matters.
- Be sensitive to pupils' diverse backgrounds and needs
- Recognise and respect pupils' varying cultural, religious, and family backgrounds.
- Challenge stereotypes, discrimination, and prejudice when they arise.
- Protect pupil dignity and emotional safety
- Manage discussions sensitively to avoid embarrassment or distress.
- Allow pupils the right to pass on answering personal questions.
- Ensure that any humour used is appropriate to the needs and level of understanding of the pupils to avoid making the content appear a trivial matter.

Accurate and neutral information:

- Maintain clear professional boundaries and neutrality at all times.
- Provide factual, balanced, and age-appropriate information

- Model biological language and avoid slang terms.
- Avoid sharing personal beliefs, opinions, or experiences that could influence pupils' understanding
- Deliver content in line with the statutory guidance and school policy.
- Respond to pupil questions in a factual, age-appropriate, and professional manner, deferring sensitive or complex questions where appropriate.

Safeguarding:

- Uphold safeguarding responsibilities
- Follow the school's Safeguarding and Child Protection Policy.
- Be alert to any disclosures or safeguarding concerns and report them immediately to the Designated Safeguarding team.
- Follow school procedures for visitors and external agencies
- Remain present during all sessions delivered by visitors.

2.3. STAFF PROFESSIONAL DEVELOPMENT

All staff are trained at the beginning of each academic year in the most up to date Keeping children Safe in Education guidance and additional on-line child protection training through the Trusts 3-year safeguarding pathway. In addition, the PSHE subject leader attends relevant training and external moderation throughout the year. Teachers meet regularly to collaboratively plan and have regular updates on the RSE guidance and share good practice.

3.1 GROUND RULES

During sensitive lessons, staff will be expected to put a private sign on the door which allows the group to understand the important and sensitive nature of the lesson without interruptions from visitors. Equally any sensitive information such as resources, power points around the room needs to be sensitively placed away when not being used so that other pupils, where this content may not be appropriate, do not come in to contact with.

At the beginning of every lesson the teacher will ensure that all pupils are clear on expectations within the lesson which will have been agreed with the whole group at the beginning of the topic.

Questions of a sensitive nature or any that are left unanswered need to be addressed at an appropriate time with the pupil or pupils understanding this will happen. For pupils who can ask questions but not feel comfortable doing so in the group environment a question box will be introduced. Pupils can post questions anonymously which will enable their questions to be addressed in a group environment and for learning to facilitate both through and with the group members.

In some cases, it may be appropriate for parents to be informed of questions that pupils may ask that fall outside of the expectation of those pupils perceived maturity. However unexpected /unanticipated content being shared by a pupil may raise possible Safeguarding concerns. If this is the case teacher should discuss the matter with the School's Safeguarding leads prior to contacting parents.

3.2 SAFE PRACTICE

Across our school we have a very wide range of age, ability and need. Due to this wide range, we recognise that pupils require clear and consistent information that is differentiated to those needs.

As young people develop, they will explore their understanding of their own bodies which is a natural development stage however, it is our duty along with parents and carers to ensure that all pupils are taught about appropriateness in public and private situations.

In all areas of the school and always staff are trained to respond in all cases to the following incidents in a way that ensures the dignity and privacy of pupils whilst ensuring there is limited impact on the pupil and others around them.

If pupil's exhibits behaviours in crisis or in curiosity that include removing clothing, exposing private areas, engaging in self-soothing/ self-stimulating/masturbating in public space, attempting to touch others, staff will respond in the following ways depending on the level of understanding of the pupils.

For those with a higher level of understanding

- Remind pupils of personal boundaries
- Remind pupils that these behaviours are not appropriate in a public place
- Remind pupils about appropriate touch and personal space
- Provide verbal or visual cues to stop the pupils in their current presentation.
- If a pupil does not respond to the verbal cues, then the remaining pupils will be removed from the area until the situation is resolved.
- Parents/carers will be informed by phone and where necessary further intervention will be provided such as wellbeing team intervention using resources such as social stories.

For those with lower cognitive functioning and more complex needs

- Clear and concise visual and verbal request to stop.
- Transition to a more appropriate space such as toilets/black out tents or secluded safe space reinforcing the message of private behaviour in a private space /removal of other pupils from the area if possible or screen the pupil being supported.
- Strategies will include distraction and clear communication systems.
- Where necessary adults who know the pupil best will also support with any care needs.
- Providing motivating activities and or objects to redirect pupils back into the classroom environment where necessary.
- Parents/carers will be informed by phone and where necessary further intervention will be provided such as wellbeing team intervention using resources such as social stories and exploration of sensory needs.

In all cases school will work with parents to ensure that a consistent language and approach is used so that students are provided with clear information and responses.

If the behaviour is identified, leaders will update the pupils individual support plans such as behaviour response plans, intimate care plans etc and will share this with parents/carers.

3.3 EQUALITY AND DIVERSITY

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE. We will ensure topics in RSE are taught in a way which does not discriminate against pupils or amount to harassment. Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Pupils should learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education.

We will teach pupils about healthy loving relationships and include same-sex parents along with other family arrangements when discussing families. We will ensure that the secondary curriculum covers all the facts about sexual health, including STIs, in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.

Pupils will be taught the facts and the law about biological sex and gender reassignment, recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. We will be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and we will not endorse any particular view or teach it as fact.

Staff will avoid language and activities which repeat or enforce gender stereotypes and any suggestion that social transition is a simple solution to feelings of distress or discomfort.

We will encourage pupils to consider how to express their views while remaining respectful of the opinions of others. Bullying or disrespectful language or behaviour is never appropriate.

3.4 CONFIDENTIALITY AND CHILD PROTECTION

Should any topic be raised by a student that is not part of the lesson the member of teaching staff will discuss with the student outside of the lesson time.

Leaders are trained in the use of the Brooke Traffic light model which allows staff to identify if the pupil's knowledge and maturity is 'expected' for their age. This can also be used to profile pupils who are working at a developmentally lower level than their chronological age to ensure that we can assess if their actions are in line with their developmental level.

If there are any concerns for the student safety, then the safeguarding team will be informed immediately, and parents/carers or other organisations will be contacted if it was felt necessary in line with our safeguarding policy.

4.1 HOW IS RSE TAUGHT

RSE is taught alongside our Personal Social Health and Economic (PSHE) Education programme by class wellbeing tutors. Each pupil has allotted PSHE lessons which include RSE (Secondary pupils) or Relationship Education (Primary pupils) lesson within their weekly timetable.

Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that the information is unbiased and impartial. The teaching of RSE will adopt different approaches, with a high emphasis on discussion. Visual resources such as appropriate videos will be used– these are accompanied by teaching materials and enable pupils to debate what they see.

Pupils are taught the knowledge within their chronological age and adapted to ensure that they can access, learn and remember the content of the subject. The teaching of consent is taught from an early age starting with consent to share a toy or hold hands with a friend through to consent in intimate relationships.

Beyond KS1 pupils are taught within specific pathways (based on their developmental stage). Regardless of pupil's complexity of need, pupils are still taught RSE in line with their chronological age however schools adapt the curriculum to ensure that pupils can access the knowledge required to keep themselves healthy and safe.

PRE - FORMAL	INFORMAL	SEMI – FORMAL	FORMAL	ACADEMIC
Personalised therapeutic provision	Personalised routines-based provision	STAGE based subject specific	STEP based leading to accreditations	STEP based leading to qualifications

4.2 CURRICULUM OVERVIEW - (LONG-TERM PLAN)

Health & Wellbeing

Relationships

Living in the Wider World

Curriculum Sequence KS1 & KS2

Step 1	- This is me (identity) - How we grow - What are feelings? - Feelings & loss - How we play & learn - Staying safe	- Respect - Polite words - Sharing & taking turns - Being helpful - Being kind - Getting hurt	- All about rules - Online world - Online safety - Strengths & interests - Jobs & skills - Welcoming everyone	- Keeping clean - Healthy teeth - Fun in the sun - Healthy food - Eating well - Keeping fit & healthy	- People who care for me - What is a family? - Family & me - All about bodies - My body belongs to me - Asking for permission	- Caring for living things - Recycling - Plastic & pollution - Global warming - My classroom community - Community helpers
Step 2	- What is money? - Ways to pay - Earning money - Saving & spending - Wants & needs	- Healthy habits - All about teeth - Sleep routines - Medicines - All about feelings - BIG feelings	- Making friends - Being a good friend - Playing with others - Working with others - Manners & respect - Resolving conflict	- What is the internet? - Personal Data - Online Safety - Online information - Belonging to a community - Same/different (diversity)	- Human life cycle - Brilliant bodies - Safety & risk - Safety at home - Road Safety - Accidents & emergencies	- Feeling lonely - Bullying - Unkind words - Kindness - Secrets & surprises
Step 3	- Feelings & me - Resilience & self-esteem - Exercise & wellbeing - Grief & Loss - Personal identity - Strengths & interests	- Jobs & sectors - Careers & skills - Targets & goals - Career routes - Stereotypes	- Role models - Manners & politeness - Family & me - People who care for me - Caring for others	- Personal safety & risk - Fire safety - First Aid (Burns & Scalds) - Healthy eating - What is a habit? - Healthy choices	- Seeking permission - Privacy & boundaries - Friendship boundaries - Managing Needs - Respectful behaviour - Bullying or teasing?	- Rules & laws - Rights & responsibilities - Community Responsibility - E-safety - Age-appropriate content - Why is the news important?
Step 4	- Responsible spending - What is Fairtrade? - Value for money - Keeping track of money - What is advertising? - Gambling & risk	- Healthy lifestyles - Staying Healthy - First Aid (Allergies) - Germ & illness - Drugs & medicines - Vaccinations	- Internet and Screen Time - Age Restrictions - Communicating online - Online Relationships - Harmful content/ contact - Secrets	- Respecting Difference - Diverse communities - Prejudice & discrimination - Racism	- Growing up girls - Growing up boys - Changing emotions - Personal hygiene - Dental Hygiene - Sleep Hygiene	- Water Safety Code - Summer Safety - First Aid (Asthma)
Step 5	- Asking for Help - What is social media? - Fake News - Fake Images - Digital Footprints - Bonfire Night	- Healthy Habits - Being Healthy – Diet - Being Healthy – Exercise - Physical health - Germ, bacteria & viruses - What is Mental health?	- Behaviour & respect - Friendships - Feeling left out - Peer pressure - Dares and Challenges - Bullying & hurtful behaviour	- Courtesy & manners - Success & achievement - Independence & Responsibility - Careers and Stereotypes - The environment – part 1 & part 2	- Understanding Emotions - Feelings and Emotions - Self-Esteem - Body Image - Boys's Puberty - Girls' Puberty	- Positive Relationships - Loving stable families - Love and Abuse - Online behaviour & risks - Stranger Safety
Step 6	- Medicine and Product Safety - Habits & addictions - Caffeine & energy drinks - What is alcohol? - Drugs - Vaping danger	- Disagreeing respectfully - Positive male role models - Cyberbullying and harassment - Online gaming danger - Group Chats - Online Privacy and Data	- Identity & community - Diversity in the UK - Protected Characteristics - What is money? - Attitudes about money - Money and the cost of living	- Puberty and Our Genes - Boy's puberty - Girls' puberty - Human Reproduction (Sex-Ed Part 1 - Conception) - Hormones & emotions - Mental health symptoms	- Grief, Change and Loss - Transition to Secondary School	- Consent - Sexual Harassment - Attraction and Crushes - Starting a Family (Sex-Ed Part 2 – Sexual Intercourse) - Family and Commitment - Caring for Babies
				- Preventing bullying - Hurtful behaviour	- Sun Safety - Personal Safety and Hazards - First Aid (Common Injuries) - First Aid (Life Support)	

Curriculum Sequence KS3 & KS4

Step 7	Step 8	Step 9	Step 10	Step 11
- Health & wellbeing introduction - Mental health introduction - Building resilience - Kindness & empathy - Online Safety - Dangers of vaping - Drugs introduction (double lesson) - Personal hygiene & oral health - Boys' puberty - Girls' puberty - Gratefulness	- Balanced diet & healthy food - Importance of exercise - Consequences of living unhealthily - Eating disorders - Social media stress - Group messaging and chats (double lesson) - Self-harm - Knife crime (double lesson) - Exploring identity (double lesson)	- Mental health stigma and language - Managing anxiety - Happiness & positivity (double lesson) - Sleep importance & hygiene - Healthy eating on a budget - Health advice & services - Prescription drugs & antibiotics - First aid & CPR (double lesson) - FGM & the law - Gambling risks	- Social media & resilience - Social media & loneliness - Deepfakes & malicious AI - Body image - Managing social anxiety - Cancer – self-examinations (double lesson) - Unplanned pregnancy - Nitrous oxide - Stress & exam performance - Mental Health - Sexual ethics and harmful sexual behaviour	- Compulsive, unwanted, & fixed behaviours - Criminal behaviour and mob mentality (double lesson) - Fertility & reproductive health (double lesson) - Chatbots, poor advice and misplaced affections - Neurodiversity - Personal safety and risk on the streets - Sugar & processed food (double lesson) - Suicide and prevention: What do we need to know? - Why are virginity testing and hymenoplasty illegal?
- Personal development & target setting - Importance of respect - Wants, needs & priorities - Self-Esteem & Resilience (double lesson) - Media Literacy - Racism introduction - Stereotyping - Protected characteristics - Career skills & qualities (double lesson) - Budgeting our money	- Attendance and punctuality - Ambitious, aspirational and realistic careers - Employability skills - Entrepreneurs - Saving and investing money - Teamwork - Sexism in Society - Ableism, visible and invisible disabilities - County Lines and gangs (double lesson) - Communication skills - Mental health at work and the wider world	- Personal finances - Financial exploitation and online scams (double lesson) - Succeeding in a changing and futuristic labour market - Online identity (double lesson) - How are we influenced by algorithms? - Importance of community - Anti-social behaviour and the consequences - Volunteering - Getting ready for KS4 and the options process (double lesson)	- Social media & personal validation - Hate crimes (double lesson) - Equity & equality (double lesson) - How will AI affect future careers (double lesson) - Employment rights & responsibilities - Tattoos, piercings & body modification - Making the most of work experience - Health & safety: employment and the law - The dangers of cybercrime & the dark web	- Choosing post-16 options - Personal safety & independent travel - Ideology and Extremism (double lesson) - Online privacy data protection - Cost of living crisis - Different types of employment - CVs, cover letters & job applications (double lesson) - Job interviews - Revision & study skills (double lesson)
- Healthy relationships - Importance of trust - Maintaining friendships (double lesson) - Antibullying - Peer pressure (double lesson) - Online grooming - Different families, stability & commitment (double lesson) - Falling in love and romantic feelings - Marriage	- British Values – tolerance & mutual respect - Masculinity in focus - Alcohol, risks and relationships (double lesson) - Cyberbullying and online trolls - Consent (double lesson) - Contraceptives (double lesson) - STIs and sexual health (double lesson) - Correctly using condoms	- Relationships in the media (double lesson) - Diverse Relationships - Gender Stereotypes - Gender Equality - Sexual harassment and the law - Misogyny (double lesson) - Pornography and our brains - Grief, loss and its digital legacy - Conflict management (double lesson)	- Coercive, exploitative and abusive relationships (double lesson) - Gaslighting and emotional abuse - Forced marriage - Divorce, separation & loss - Stalking, harassment and the law (double lesson) - Assessing readiness for sex - Abortion (double lesson) - LGBTQ+ rights - Adoption and fostering	- Language, microaggressions and bullying - Brain development throughout the life - Online dating - Role of pleasure - Parenting costs & considerations - Sexualisation of the media - Pornographic deepfakes and non-consensual images - Honour violence and killings - Responsible public health choices - Sextortion

Fields

5.1 INTERVENTION

Where appropriate, certain groups of pupils may require a more specific level of intervention based on their level of knowledge and maturity, this is reviewed before RSE is taught to ensure pupils are receiving a personalised program of study. In addition, leaders will carefully consider and pupils who may have had adverse childhood experiences that may mean they become triggered by some of the content to ensure that pupils feel emotionally safe.

Any contextual safeguarding situations that may arise throughout the year will be responded to through intervention such as additional workshops from external agencies or small group interventions where an identified group are at higher risk e.g. gun and knife crime.

In most instances lessons will contain a mixture of boys and girls of similar maturity. Where appropriate single sex groups and individuals can be taught separately when individual needs are highlighted.

5.2 PROGRESS AND ASSESSMENT

Adults capture progress through observations. Each module has specific intended outcomes see appendix 1 and 2. At Key Stage 4, pupils will have their learning acknowledged through the AQA Unit Award Scheme.

6.1 PARENT REQUEST FOR PUPIL WITHDRAWAL

Parents and carers have the right to request that their child be withdrawn from some or all of the sex education provided as part of the school's statutory Relationships and Sex Education (RSE) programme.

In primary education, Relationships Education is statutory and there is no right to withdraw from these lessons or from the Health Education curriculum. However, where the school chooses to teach additional, non-statutory sex education (beyond the National Curriculum for Science), parents and carers have the right to request that their child be withdrawn from these specific lessons.

In secondary education, parents and carers have the right to request withdrawal from some or all of the sex education delivered as part of statutory RSE. This right does not apply to the teaching of content that is part of the National Curriculum for Science, or to Relationships Education or Health Education, which are compulsory.

This right is established under Section 405 of the Education Act 1996 and reflected in the Department for Education's statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019).

Requests for withdrawal should be made in writing to the Headteacher. The Headteacher will discuss the request with the parent/carer to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum content. Except in exceptional circumstances, pupils will be withdrawn until three terms before they turn 16, when they

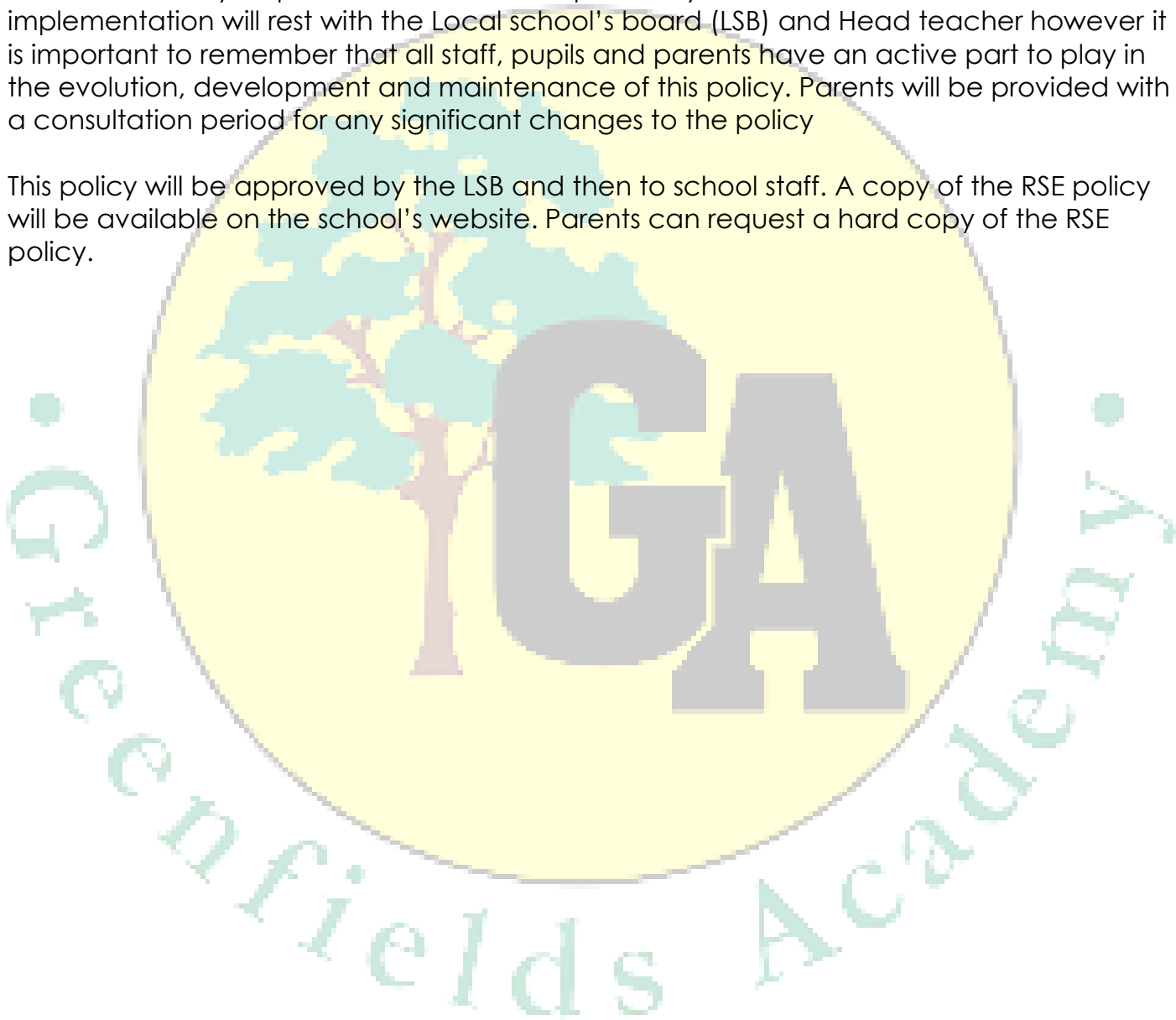
have the legal right to make their own decision about receiving sex education.

The school will record all requests and discussions and will provide appropriate alternative education for any pupil who is withdrawn from sex education lessons.

7.1 PARENT CONSULTATION AND DISSEMINATION OF POLICY

This policy will be a living document and will be periodically updated and reviewed in line with the statutory requirements. Ultimate responsibility and introduction and implementation will rest with the Local school's board (LSB) and Head teacher however it is important to remember that all staff, pupils and parents have an active part to play in the evolution, development and maintenance of this policy. Parents will be provided with a consultation period for any significant changes to the policy

This policy will be approved by the LSB and then to school staff. A copy of the RSE policy will be available on the school's website. Parents can request a hard copy of the RSE policy.



APPENDIX 1: SEMI FORMAL ASSESSMENT CRITERIA

Mental health and wellbeing	Physical health and wellbeing	Relationships
Self-awareness & confidence E: Can name basic feelings. D: Can explain how they feel in different situations S: Can recognise how their feelings affect behaviour. M: Can manage simple emotions and express them appropriately.	Healthy eating E: Shows early awareness of mealtime routines and trying new foods. D: Shows awareness that some foods should be eaten less often. S: can name basic food groups and describe what makes a healthy, balanced meal. M: can explain the importance of healthy eating.	Families E: Understand who is in their family and what a friend is. D: beginning to understand that families can be different and all are important S: talk confidently about different types of families and show respect for differences. M: compare different family structures and explain why love, care and respect are important in all families.
Emotional literacy E: Recognises a wider range of emotions. D: Can identify triggers and talk about emotional responses. S: Uses simple strategies to self-regulate and bounce back from setbacks. M: Helps others understand and manage emotions with empathy.	Healthy routines E: recognises basic routines and follows them D: understands that healthy routines help them feel good and completes with increasing independence. S: independently follows daily routines and can explain why these are important for staying healthy. M: confidently maintains consistent healthy routines showing an understanding of the importance.	Friendships E: Identifies what makes a good friend. D: Understands peer pressure and can say 'no' with support. S: Maintains healthy relationships and avoids negative influences. M: Offers advice to others and acts as a peer role model.
Online safety E: recognise digital devices and what they do. D: recognise what personal information is and know what to do if something online makes them feel unsure S: can follow basic online safety rules and know how to respond when something is worrying or inappropriate M: consistently applies safe and responsible choices when using technology	Health and prevention E: Knows the routines for basic hygiene D: Understands importance of sleep, food, and exercise. S: Recognises how to stay safe in familiar environments. M: Can make healthy choices independently and explain why.	People who help us E: recognises some familiar people who help them in their immediate circle D: name a range of people who help us at home, in school, and in the community S: describe how people like doctors, firefighters, and police officers help keep people safe. M: describe simple ways to keep themselves safe and how to get help in an emergency.

Grief and loss E: Recognises that people and pets can die or go away, with adult support. D: Can show/talk about missing someone or something they care about S: Can show/talk about loss in simple terms, such as a pet dying or a friend moving away. M: They can describe how to ask for help and comfort others who may be feeling sad or lonely.	Body changes E: know that bodies grow and change over time D: Understand that girls' and boys' bodies are different. S: can confidently name the main parts of the body, including private parts using correct terms M: can explain how bodies change from being a baby to growing older and can give examples.	
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Consent – chronological age			
KS2	KS3	KS4	Post 16
E: Responds to touch and may express like/dislike with facial expressions, gestures, or vocal sounds. D: Makes simple choices using objects, photos, or symbols. Begins to tolerate turn-taking. S: Communicates “stop,” “no,” or refusal consistently using preferred method and shows understanding of personal space. M: Understands their right to say no; shows consistent respect for others' boundaries and choices during play or interaction. Can ask for help when unsure.	E: Recognises their own preferences in touch and interaction; responds to “stop” or “no” from others. D: Communicates permission (or refusal) clearly in everyday situations. S: Understands that they must check others are happy before touching, joining in, or using items. May begin to ask “is this okay?” using preferred communication M: Shows awareness of ongoing consent. Checks in with others during interaction and uses respectful behaviours online or in person.	E: Knows that some parts of the body are private and that others should not touch them there. Understands basic public/private boundaries. D: Uses words, signs, symbols, or switches to give/refuse permission for touch, support, or shared activity. Can identify safe adults. S: Recognises when someone makes them feel uncomfortable. Can name or indicate who to tell. Starts to understand safety in online and real-life situations. M: Consistently applies consent understanding across contexts: relationships, care, learning, and social situations. Respects others' rights and knows their own. Can use or request appropriate support confidently.	E: shows awareness of their own body and can express discomfort or refusal in simple ways. D: makes clear choices and begins to understand when permission is needed in everyday situations. S: consistently gives or refuses consent across familiar contexts and recognises when to seek help if boundaries are crossed. M: understands and applies consent confidently in a range of adult life scenarios, including relationships, care, and digital safety.

Public and private – chronological age			
KS2	KS3	KS4	Post 16
E: Begins to recognise that the body is private and may show awareness of needing space or covering up. D: Starts to understand that some places and actions (e.g. toileting, dressing) are private. S: Identifies public and private places and behaviours using familiar examples and visual prompts. M: Uses appropriate behaviour in public and private spaces with occasional prompts.	E: Recognises when privacy is needed by self or others (e.g. knocks on doors, avoids touching private areas). D: Can sort or describes activities and places as public or private and begins to act accordingly. S: Uses private spaces for personal care and follows privacy rules in shared environments. M: Respects personal and others' privacy across home, school, and public places with growing independence.	E: Understands that some parts of the body are private and certain behaviours should only happen in private. D: Recognises when it is appropriate to keep things private, such as conversations or care routines. S: Acts appropriately in public and private situations and knows who to talk to if privacy is not respected. M: Manages personal privacy confidently and understands the consequences of private behaviours in public	E: Shows awareness of privacy during personal care and begins to request space when needed. D: Understands what should be done in private and follows public/private boundaries with support. S: Applies understanding of public and private across relationships, care, work, and digital life. M: Independently maintains dignity and respects others' privacy across all adult environments, including public, social, and supported settings.
Intimate relationships – chronological age			
KS2	KS3	KS4	Post 16
E: Begins to recognise familiar people and shows preferences for who to be close to. D: Forms simple friendships and begins to understand personal space and safe touch. S: Understands that some types of touch are friendly, while others are private or inappropriate. M: Recognises and respects safe physical contact in close relationships and knows how to say no to unwanted touch.	E: Recognises feelings of liking or caring about others and may express interest in being close to someone. D: Understands the difference between public friendships and private relationships like boyfriends/girlfriends. S: Knows that close relationships involve trust, consent, and respect, and that private behaviours should be kept private. M: Expresses appropriate affection and interest in others while respecting boundaries and privacy in relationships.	E: Shows understanding that relationships can include feelings of closeness, love, and attraction. D: Identifies behaviours that are kind, respectful, or hurtful in a close or romantic relationship. S: Understands that intimate relationships must involve choice, consent, and mutual respect. M: Recognises signs of unsafe or unhealthy relationships and knows who to talk to for support.	E: Recognises personal feelings of attraction or connection and begins to explore appropriate ways to express them. D: Understands that intimate relationships require clear consent, privacy, and respectful communication. S: Applies knowledge of safe and respectful behaviour in relationships, including sexual health, boundaries, and rights. M: Makes informed choices about intimate relationships, maintains personal boundaries, and seeks support when needed in adult life.

APPENDIX 2: FORMAL AND ACADEMIC ASSESSMENT CRITERIA

STEP 1	STEP 2
✚ Can identify and name basic emotions e.g. happy, sad, angry, scared. ✚ Can explain why it's important to be kind and respectful to others. ✚ Can describe how to ask for help when feeling upset or worried. ✚ Can follow simple rules for safety e.g. at home, school, on the road. ✚ Can identify parts of the body and explain how to take care of them. ✚ Can describe how to wash hands properly to stay healthy. ✚ Can talk about the importance of eating a variety of foods to stay healthy. ✚ Can explain why it's important to share and take turns. ✚ Can understand the concept of being a good friend and what that means. ✚ Can describe the importance of looking after the environment e.g. recycling. ✚ Can talk about different feelings and how to manage them. ✚ Can explain the importance of getting enough sleep for good health. ✚ Can talk about the importance of physical activity for staying healthy. ✚ Can understand the need to respect other peoples' personal space. ✚ Can identify and describe safe people to turn to for help e.g. parents, teachers. ✚ Can describe simple ways to keep safe while playing outside. ✚ Can identify and talk about differences between people e.g. age, appearance. ✚ Can talk about how to resolve disagreements peacefully. ✚ Can understand the concept of fairness and taking turns. ✚ Can describe how to stay safe online e.g. asking an adult before going online. ✚ Can talk about the importance of kindness and helping others. ✚ Can describe the importance of respecting differences between people. ✚ Can understand that all families are different and describe their own family. ✚ Can explain the importance of saying please and thank you. ✚ Can explain how to express feelings in words rather than actions.	✚ Can explain what it means to have good friends and how to be a good friend. ✚ Can describe the importance of sharing with others. ✚ Can recognise feelings of jealousy and how to manage them. ✚ Can talk about the importance of being honest. ✚ Can identify when and how to ask for help when upset or confused. ✚ Can understand the importance of treating others with kindness and respect. ✚ Can explain the importance of eating healthy foods for energy and growth. ✚ Can identify feelings of sadness and know how to manage them. ✚ Can talk about the importance of playing safely and taking turns. ✚ Can understand how to stay safe when walking near traffic. ✚ Can describe how to keep safe when using the internet e.g. using websites for kids. ✚ Can explain the importance of taking regular breaks during schoolwork. ✚ Can describe how to look after the body through personal hygiene. ✚ Can explain the importance of drinking enough water to stay healthy. ✚ Can identify the different parts of the body and explain what they do. ✚ Can describe how to care for personal belongings. ✚ Can talk about the importance of respect in a group and working as a team. ✚ Can understand the importance of asking for help when feeling nervous or scared. ✚ Can talk about the importance of being responsible and following rules. ✚ Can describe how to manage conflict without violence. ✚ Can explain the importance of staying safe when near water. ✚ Can identify how others might feel in different situations. ✚ Can talk about the benefits of playing outside and getting exercise. ✚ Can identify the feelings of being scared, worried, and excited.

✚ Can describe how to keep personal belongings safe. ✚ Can explain how to stay safe on the internet. ✚ Can talk about the importance of brushing teeth and looking after oral health. ✚ Can explain why it is important to drink water and stay hydrated. ✚ Can explain the importance of wearing appropriate clothes for different weather. ✚ Can understand the concept of stranger danger and know what to do in such situations. ✚ Can recognise the importance of listening to others when they speak. ✚ Can describe how to ask politely for something. ✚ Can understand the importance of sharing with others. ✚ Can describe how to identify and respect the feelings of others. ✚ Can describe the importance of using manners and being polite. ✚ Can talk about how to help a friend who is feeling upset. ✚ Can understand the difference between being helpful and being unhelpful. ✚ Can describe how to feel good about themselves and their accomplishments. ✚ Can recognise when they are feeling overwhelmed and ask for help. ✚ Can talk about the importance of taking care of pets or animals. ✚ Can understand what it means to be responsible for their own belongings. ✚ Can recognise how their behaviour affects other peoples' feelings. ✚ Can talk about the importance of keeping their body healthy e.g. eating, washing, exercising. ✚ Can understand the concept of rules and why they are important in society. ✚ Can identify their own strengths and the things they are good at. ✚ Can describe the importance of saying sorry when they've made a mistake. ✚ Can talk about the importance of regular handwashing to prevent illness. ✚ Can explain how to care for their body by wearing sunscreen when necessary. ✚ Can recognise different types of families and understand that everyone's' family is special.	✚ Can explain what makes a relationship positive and healthy. ✚ Can recognise when something doesn't feel right and how to ask for help. ✚ Can describe how to say no in uncomfortable situations. ✚ Can explain the importance of brushing their teeth regularly. ✚ Can recognise when someone else needs help and how to offer support. ✚ Can explain the importance of being honest about their feelings. ✚ Can describe how different peoples' feelings are affected by their actions. ✚ Can recognise when they need a break and how to manage energy. ✚ Can talk about how to express their feelings without hurting others. ✚ Can describe how to manage personal belongings and keep them safe. ✚ Can identify ways to keep calm when feeling angry or upset. ✚ Can explain the importance of accepting and respecting differences in people. ✚ Can describe the importance of taking care of pets and animals. ✚ Can explain how to stay safe when playing with others. ✚ Can recognise the importance of making healthy choices in food. ✚ Can talk about the importance of playing fairly and following rules. ✚ Can identify safe and unsafe situations and how to respond. ✚ Can describe how to help a friend who is feeling sad or lonely. ✚ Can talk about how to ask for help when they don't understand something. ✚ Can recognise the importance of personal space in relationships. ✚ Can explain how to keep themselves safe while using technology. ✚ Can describe how to listen to others and take turns speaking. ✚ Can talk about the importance of taking care of their body by eating healthy foods. ✚ Can explain why being responsible is important in their day-to-day life. ✚ Can describe how to manage feelings of anxiety before a big event. ✚ Can talk about the importance of saying sorry and making up after disagreements.
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STEP 3	STEP 4
✚ Can explain what it means to be a good friend and how to show kindness to others. ✚ Can describe how to solve problems and disagreements with others peacefully. ✚ Can recognise the importance of following rules and why they help us stay safe. ✚ Can describe how exercise helps to keep the body and mind healthy. ✚ Can explain the importance of healthy eating and drinking. ✚ Can identify feelings of anger and how to manage them appropriately. ✚ Can explain the importance of staying safe when using the internet. ✚ Can talk about how to be respectful to others, even when they are different from themselves. ✚ Can describe what it means to be kind and inclusive in a group. ✚ Can talk about the importance of asking for help when needed. ✚ Can explain the importance of looking after their mental health and well-being. ✚ Can describe the signs of an unhappy or uncomfortable friend and how to help. ✚ Can explain the importance of personal hygiene and cleanliness. ✚ Can talk about how to ask for help in a kind and respectful way. ✚ Can describe the importance of drinking water and staying hydrated. ✚ Can recognise feelings of sadness and understand how to manage them. ✚ Can talk about the importance of a balanced diet for growing strong and healthy. ✚ Can describe how personal values and decisions affect their well-being. ✚ Can explain why it's important to be honest with friends and family. ✚ Can talk about the importance of respecting the opinions and feelings of others. ✚ Can describe how to stay safe when walking in the community. ✚ Can explain how to recognise and deal with bullying. ✚ Can describe how to keep themselves safe when using mobile devices.	✚ Can describe the importance of understanding and respecting other peoples' feelings. ✚ Can identify different ways of dealing with stress and pressure. ✚ Can explain how to make responsible choices about personal health. ✚ Can talk about the importance of respecting others' opinions and feelings, even when they differ from their own. ✚ Can describe how to deal with disagreements without violence or hurtful words. ✚ Can talk about the effects of bullying and how to seek help if someone is bullied. ✚ Can explain the importance of understanding emotions and how to manage them in different situations. ✚ Can describe the different types of friendships and how to make and keep friends. ✚ Can recognise the importance of good communication in relationships. ✚ Can explain the importance of setting personal goals and how to achieve them. ✚ Can describe how to recognise and avoid risky behaviours e.g. unsafe online activity, unhealthy habits. ✚ Can identify the different ways people experience and express emotions. ✚ Can explain the importance of learning how to make positive decisions. ✚ Can describe the role of empathy in resolving conflicts. ✚ Can talk about the importance of taking responsibility for their actions. ✚ Can describe the effects of different foods on health and explain the concept of a balanced diet. ✚ Can identify safe and unsafe situations and how to respond appropriately. ✚ Can explain the importance of regular exercise in staying healthy. ✚ Can describe the role of self-esteem in building positive relationships. ✚ Can identify different types of relationships e.g. friends, family, peer groups and how to nurture them. ✚ Can explain the impact of social media on self-image and wellbeing. ✚ Can describe the role of trust in friendships and relationships.

✦ Can explain how they feel when they help others and how it makes them feel good. ✦ Can talk about how their emotions affect their behaviour and relationships with others. ✦ Can describe the role of family in personal development and growth. ✦ Can talk about the importance of taking turns and sharing in relationships. ✦ Can describe how to be responsible for their actions. ✦ Can explain the role of resilience in overcoming challenges. ✦ Can describe how to take care of their personal belongings and keep them safe. ✦ Can talk about the different ways to be kind to people and show empathy. ✦ Can explain how their actions can impact others in a positive or negative way. ✦ Can identify safe ways to express feelings and emotions. ✦ Can describe how to support others who are feeling down or upset. ✦ Can recognise the importance of listening to others without interrupting. ✦ Can talk about the benefits of regular physical activity for overall health. ✦ Can explain the importance of taking care of their teeth and keeping their body clean. ✦ Can describe how to recognise when something feels wrong and how to seek help. ✦ Can talk about the importance of being proud of their achievements and feeling confident. ✦ Can recognise the importance of personal boundaries and respecting others boundaries. ✦ Can describe the importance of kindness and empathy in all relationships. ✦ Can talk about how to be a good role model for others. ✦ Can identify the ways in which people can help and support each other. ✦ Can describe how to deal with feelings of jealousy or frustration. ✦ Can talk about how to stay safe in different situations, like on the road or at the park. ✦ Can describe how to talk to others when they're feeling sad or worried.	✦ Can identify the ways to stay safe in public places. ✦ Can talk about the effects of peer pressure and how to resist negative influences. ✦ Can describe the importance of personal hygiene and how it relates to health. ✦ Can explain how to manage and express emotions in a healthy way. ✦ Can identify the importance of maintaining balance between schoolwork, family, and free time. ✦ Can explain the importance of asking for help when feeling overwhelmed or anxious. ✦ Can talk about the concept of stranger danger and how to stay safe when meeting new people. ✦ Can describe the importance of being a responsible digital citizen. ✦ Can explain why it's important to be truthful and trustworthy in relationships. ✦ Can describe how to deal with feelings of disappointment and frustration. ✦ Can recognise the role of physical activity in maintaining mental wellbeing. ✦ Can explain the importance of listening to others and respecting their views. ✦ Can identify personal goals and explain how to break them down into manageable steps. ✦ Can describe the impact of good communication skills on relationships. ✦ Can explain the role of forgiveness in maintaining healthy relationships. ✦ Can describe how to recognise when a situation feels uncomfortable or unsafe. ✦ Can talk about how to make positive and healthy choices when it comes to friendships. ✦ Can describe the importance of sharing feelings and discussing problems with trusted adults. ✦ Can talk about how they can contribute to a positive classroom environment. ✦ Can describe the importance of making responsible decisions for their health and wellbeing.
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✦ Can explain why it's important to be respectful to people from different backgrounds. ✦ Can describe how to deal with feelings of disappointment. ✦ Can recognise how to make responsible choices when it comes to their health. ✦ Can explain the importance of being honest and trustworthy in relationships.	✦ Can recognise and explain how to manage peer pressure in social situations. ✦ Can talk about the importance of self-awareness and knowing their own strengths and weaknesses. ✦ Can describe how to develop a positive self-image. ✦ Can explain how to deal with feelings of loneliness or being left out. ✦ Can discuss the importance of empathy in helping others and building trust. ✦ Can identify healthy ways to cope with stress e.g. relaxation, exercise. ✦ Can describe the importance of setting healthy boundaries in relationships. ✦ Can explain how to help others feel valued and respected.
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STEP 5	STEP 6
✦ Can explain the role of good communication in maintaining positive relationships. ✦ Can describe how to make positive choices about personal hygiene and cleanliness. ✦ Can talk about the effects of substance abuse e.g. alcohol, smoking on health. ✦ Can explain the importance of taking care of their mental health. ✦ Can discuss the role of positive thinking in self-esteem and well-being. ✦ Can describe the importance of personal safety in different situations e.g. at home, online. ✦ Can talk about how to identify and manage different emotions in challenging situations. ✦ Can explain the impact of stress on mental health and ways to manage it. ✦ Can describe how to handle peer pressure in social situations. ✦ Can discuss how to manage personal finances and understand the value of money. ✦ Can describe how to recognise and respond to unsafe or uncomfortable situations.	✦ Can describe how to identify, manage, and respond to stress in positive ways. ✦ Can talk about how to build positive and respectful relationships with peers and adults. ✦ Can discuss the importance of physical and mental wellbeing. ✦ Can describe how to manage feelings of anxiety or nervousness before big events e.g. exams. ✦ Can explain the importance of maintaining a balanced lifestyle, including physical activity and leisure time. ✦ Can talk about the importance of making healthy food choices and the benefits of regular exercise. ✦ Can explain the importance of maintaining good hygiene and taking care of their body. ✦ Can describe the effects of peer pressure and how to resist negative influences. ✦ Can identify and describe the impact of substance abuse e.g. alcohol, drugs on health. ✦ Can explain the role of positive thinking in building resilience and overcoming challenges.

✦ Can explain how to deal with feelings of frustration and anger in positive ways. ✦ Can identify the benefits of regular physical activity for their body and mind. ✦ Can talk about the importance of setting goals and making plans to achieve them. ✦ Can describe how to maintain a positive body image and self-esteem. ✦ Can discuss the impact of positive relationships on mental and emotional wellbeing. ✦ Can explain how to help others who may be experiencing mental health issues. ✦ Can identify the importance of maintaining a balanced diet for optimal health. ✦ Can describe how to stay safe when using social media and online platforms. ✦ Can discuss how to make informed decisions about the environment e.g. recycling, conservation. ✦ Can describe how to support friends who are experiencing difficulties. ✦ Can explain the importance of consent in all types of relationships. ✦ Can talk about how to recognise and avoid unhealthy or unsafe relationships. ✦ Can describe the importance of resilience in overcoming challenges. ✦ Can explain the role of respect in maintaining healthy relationships. ✦ Can describe how to manage feelings of sadness and cope with disappointment. ✦ Can discuss the impact of media e.g. TV, social media on self-image and mental health. ✦ Can describe how to manage time effectively and balance schoolwork and leisure activities. ✦ Can explain how to express feelings in a positive way. ✦ Can identify different forms of bullying and how to stop it. ✦ Can talk about the importance of healthy friendships and their impact on wellbeing. ✦ Can explain the importance of asking for help when feeling overwhelmed.	✦ Can describe the importance of asking for help when experiencing difficulties. ✦ Can explain how to deal with feelings of disappointment, anger, or sadness in healthy ways. ✦ Can talk about the importance of positive self-esteem and building confidence. ✦ Can discuss the importance of developing problem-solving skills to manage conflicts. ✦ Can describe how to create a support network of family, friends, and professionals for mental health. ✦ Can explain the role of kindness and respect in relationships with others. ✦ Can talk about how to express their feelings in appropriate ways. ✦ Can explain the importance of saying no to things that are unsafe or make them uncomfortable. ✦ Can describe how to recognise and manage their feelings of jealousy or frustration. ✦ Can explain the role of consent and respecting others boundaries in relationships. ✦ Can talk about how to manage their time effectively between school, work, and personal activities. ✦ Can describe the role of empathy in helping others and resolving conflicts. ✦ Can identify the ways to stay safe online and protect personal information. ✦ Can talk about the importance of standing up for themselves and others in difficult situations. ✦ Can explain the effects of bullying and how to stop it. ✦ Can describe the importance of setting and achieving personal goals. ✦ Can explain how to make healthy choices in their social and emotional lives. ✦ Can describe how to identify, avoid, and respond to risky behaviours e.g. alcohol, smoking. ✦ Can talk about the importance of respecting diversity and celebrating differences in others.
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✦ Can discuss the impact of stress on physical health and how to cope with it. ✦ Can describe how to recognise and deal with anxiety and nervousness. ✦ Can explain the importance of staying safe when using technology. ✦ Can describe how to be an active participant in their school and community. ✦ Can talk about the importance of empathy in relationships with others. ✦ Can explain the role of gratitude in improving emotional wellbeing. ✦ Can describe how to recognise signs of unhealthy behaviour in themselves and others. ✦ Can discuss the importance of good communication in resolving conflicts. ✦ Can explain the impact of setting personal boundaries in relationships. ✦ Can describe how to recognise feelings of jealousy and how to manage them. ✦ Can explain the importance of eating a healthy, balanced diet to maintain energy and health. ✦ Can describe how to contribute to a safe and positive school environment. ✦ Can talk about how to cope with feelings of frustration or anger. ✦ Can explain the importance of protecting personal information when online. ✦ Can describe how to recognise and prevent dangerous situations e.g. in traffic, with strangers. ✦ Can talk about how to maintain respectful relationships with peers and adults. ✦ Can describe how to support others in building their confidence and self-esteem. ✦ Can explain the importance of standing up for what is right and making ethical choices.	✦ Can explain the impact of good communication skills in developing strong, healthy relationships. ✦ Can describe the importance of sharing feelings and building emotional awareness. ✦ Can talk about how to develop a positive self-image and how to improve confidence. ✦ Can explain the importance of helping others feel valued and supported. ✦ Can describe the benefits of being involved in community projects or activities. ✦ Can talk about how to recognise when they need help and how to ask for it. ✦ Can explain the importance of recognizing unhealthy relationships and how to remove themselves from them. ✦ Can describe how to prevent and manage stress. ✦ Can explain how to identify and deal with feelings of loneliness. ✦ Can describe how to develop leadership skills and contribute positively to their community. ✦ Can explain how to recognise and express gratitude to others. ✦ Can describe the role of self-discipline in achieving personal goals. ✦ Can talk about the importance of environmental awareness and sustainability. ✦ Can explain the impact of media and peer pressure on self-esteem and behaviour. ✦ Can discuss the importance of setting healthy boundaries in relationships with peers. ✦ Can describe how to support others who may be struggling with mental health issues. ✦ Can explain how to promote positive change in their school or community. ✦ Can talk about how to recognise and deal with situations that make them feel uncomfortable. ✦ Can describe the role of family, friends, and mentors in building self-confidence.
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	✦ Can explain how to create a positive environment at home and in school. ✦ Can describe the importance of respecting personal space in different types of relationships.
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STEP 7	STEP 8
✦ Can explain the importance of maintaining mental and emotional health during adolescence. ✦ Can discuss the effects of stress and strategies to manage it effectively. ✦ Can describe the role of good communication skills in building and maintaining relationships. ✦ Can identify the signs of unhealthy relationships and know how to seek help if necessary. ✦ Can describe the impact of social media on self-image and mental health. ✦ Can talk about the benefits of a balanced lifestyle, including physical activity, diet, and mental well-being. ✦ Can explain how to manage personal finances, including budgeting and saving. ✦ Can describe the importance of setting and working towards personal goals. ✦ Can discuss the dangers of substance abuse e.g. smoking, alcohol, drugs and strategies for avoiding them. ✦ Can explain the concept of resilience and how to bounce back from challenges. ✦ Can talk about how to manage peer pressure and make independent decisions. ✦ Can describe the importance of self-esteem and positive body image during adolescence. ✦ Can explain the need for personal boundaries and respect for others boundaries in relationships. ✦ Can talk about the role of empathy and active listening in conflict resolution.	✦ Can explain the role of self-awareness in understanding personal strengths and areas for growth. ✦ Can describe the effects of stress, anxiety, and depression on wellbeing and strategies to manage them. ✦ Can talk about the importance of developing healthy communication skills in relationships. ✦ Can describe how to manage academic and extracurricular commitments while maintaining a balance. ✦ Can talk about the significance of good digital habits and online safety. ✦ Can explain the importance of financial literacy, including budgeting, saving, and managing money. ✦ Can discuss how to maintain a positive body image and self-esteem despite societal pressures. ✦ Can describe how to deal with peer pressure and avoid risky behaviours. ✦ Can explain the role of empathy in creating and maintaining positive relationships. ✦ Can talk about the importance of practicing self-care and mental health maintenance. ✦ Can explain the concept of emotional intelligence and how to manage emotions in relationships. ✦ Can discuss the importance of developing resilience in the face of adversity. ✦ Can describe the significance of setting personal and academic goals and working towards them. ✦ Can talk about the impact of advertising and media on perceptions of self-worth and body image. ✦ Can explain how to maintain friendships while respecting personal boundaries.

✚ Can discuss the importance of setting goals for personal, social, and academic development. ✚ Can explain how to recognise and respond to bullying and cyberbullying. ✚ Can describe the role of friendships in mental health and well-being. ✚ Can talk about the importance of respect in relationships with peers and family members. ✚ Can discuss how to make safe and responsible choices online. ✚ Can explain the importance of recognizing when to ask for help, whether for mental health, academic challenges, or personal issues. ✚ Can describe how to maintain healthy relationships with family and friends. ✚ Can talk about the importance of practicing kindness and being inclusive. ✚ Can explain the role of community and support networks in maintaining wellbeing. ✚ Can explain the importance of keeping safe in different environments e.g. at home, school, online. ✚ Can talk about the impact of peer influence on behaviour and how to make independent, responsible decisions. ✚ Can discuss the importance of knowing and respecting cultural and personal differences. ✚ Can explain how to manage academic pressures and maintain a healthy work life balance. ✚ Can talk about the significance of volunteering and contributing positively to the community. ✚ Can describe how to cope with feelings of anxiety, stress, and low self-esteem. ✚ Can explain the importance of saying no in situations where they feel uncomfortable. ✚ Can discuss the impact of advertising and media on perceptions of self-worth and behaviour. ✚ Can describe how to recognise and develop healthy coping mechanisms for stress. ✚ Can talk about the role of gratitude in promoting mental wellbeing.	✚ Can describe how to recognise and prevent online harassment or cyberbullying. ✚ Can talk about the importance of mutual respect and understanding in relationships. ✚ Can explain the role of family dynamics and their impact on personal development. ✚ Can discuss the importance of mental health support and how to seek help when needed. ✚ Can describe the consequences of substance abuse and the benefits of making healthy choices. ✚ Can talk about the importance of contributing to community initiatives and helping others. ✚ Can explain the role of physical activity and nutrition in maintaining overall health. ✚ Can describe how to advocate for themselves in challenging situations e.g. peer pressure, bullying. ✚ Can talk about the importance of developing good decision-making skills. ✚ Can explain the significance of honesty and trust in relationships and how to maintain them. ✚ Can discuss the effects of social isolation and how to prevent loneliness. ✚ Can describe the role of self-care routines and relaxation techniques in reducing stress. ✚ Can talk about the importance of respecting diversity in peoples' backgrounds, opinions, and lifestyles. ✚ Can describe how to support friends who are dealing with personal challenges or mental health issues. ✚ Can explain the importance of self-reflection and mindfulness in personal growth. ✚ Can talk about the benefits of engaging in extracurricular activities for personal development. ✚ Can explain the importance of clear communication in expressing needs and feelings. ✚ Can describe how to manage changes in social dynamics and friendships during adolescence.
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✦ Can explain the importance of maintaining physical health through regular exercise and proper nutrition. ✦ Can describe the importance of respecting diversity and inclusion in all settings. ✦ Can discuss how to manage feelings of loneliness and isolation. ✦ Can talk about the importance of honesty and trust in relationships. ✦ Can explain how to develop effective study habits and manage time. ✦ Can discuss the role of digital citizenship and online safety. ✦ Can explain the importance of understanding their rights and responsibilities in different contexts. ✦ Can talk about the importance of personal hygiene and its role in health. ✦ Can describe how to advocate for themselves and others in difficult situations. ✦ Can discuss the impact of childhood experiences on their development into adolescence. ✦ Can talk about the importance of self-reflection and evaluating personal growth. ✦ Can explain the concept of respect and how to demonstrate it in relationships. ✦ Can describe how to support others who may be struggling with mental health issues. ✦ Can describe how to navigate and handle romantic relationships in a healthy way. ✦ Can explain the concept of consent and its importance in relationships. ✦ Can discuss the consequences of unsafe behaviours e.g. risky sexual behaviour, drug use and how to avoid them. ✦ Can describe the effects of puberty and how to manage the physical and emotional changes.	✦ Can talk about the impact of peer relationships on self-esteem and decision making. ✦ Can explain the role of media literacy in making informed choices about information consumption. ✦ Can describe how to stay safe in different environments, including online spaces. ✦ Can explain the significance of active listening in resolving conflicts and misunderstandings. ✦ Can describe the role of responsibility in managing their actions and decisions. ✦ Can talk about how to handle stress related to schoolwork, relationships, and personal expectations. ✦ Can explain the importance of maintaining a strong sense of personal identity while respecting others. ✦ Can describe the concept of fairness and how to apply it in different situations. ✦ Can talk about the effects of substance abuse on physical, emotional, and social wellbeing. ✦ Can describe how to deal with difficult emotions, including frustration and disappointment. ✦ Can discuss the importance of community involvement and how to contribute positively. ✦ Can describe how to express gratitude and appreciation for others kindness and support. ✦ Can explain how to set boundaries in relationships and how to respect others boundaries. ✦ Can talk about how to handle romantic relationships with maturity and respect. ✦ Can describe how to recognise the signs of an unhealthy relationship and how to seek help. ✦ Can describe how to avoid unhealthy relationships and identify manipulative or toxic behaviours. ✦ Can explain how to make informed decisions about sexual health and relationships.
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STEP 9	STEP 10
✦ Can describe the impact of peer pressure on decision making and how to resist negative influences. ✦ Can describe how to maintain a balanced and healthy lifestyle, including the role of physical activity, nutrition, and sleep. ✦ Can explain how to handle conflict in relationships in a positive and constructive way. ✦ Can describe the effects of bullying, including cyberbullying, and how to take action to prevent it. ✦ Can explain the importance of empathy and understanding in social relationships. ✦ Can talk about the role of emotions in decision making and how to regulate emotional responses. ✦ Can describe the importance of mental wellbeing and strategies for managing stress and anxiety. ✦ Can explain the impact of digital media and social networking on self-esteem and body image. ✦ Can talk about the importance of resilience and how to overcome challenges and setbacks. ✦ Can describe the role of healthy communication skills in building strong and respectful relationships. ✦ Can explain the dangers of substance abuse and how to make responsible decisions about drugs and alcohol. ✦ Can discuss how to maintain personal safety in different environments, including online and offline. ✦ Can describe how to recognise and manage signs of depression and other mental health issues. ✦ Can talk about the importance of being a responsible and active member of the community. ✦ Can describe how to manage peer pressure in social situations, including making independent choices. ✦ Can explain how to seek help for emotional, social, or mental health concerns when needed.	✦ Can explain how to set and achieve personal and academic goals. ✦ Can describe the importance of managing personal finances and budgeting effectively. ✦ Can talk about how to recognise and handle relationship issues, including conflict resolution. ✦ Can discuss the role of mental health and emotional wellbeing in academic success. ✦ Can describe how to maintain a balance between academic, social, and personal responsibilities. ✦ Can talk about the impact of social media on self-esteem and mental health. ✦ Can explain the importance of self-care and building a healthy daily routine. ✦ Can describe how to make informed, responsible decisions about their health, including diet and exercise. ✦ Can discuss the importance of respect, kindness, and empathy in relationships. ✦ Can talk about the impact of peer pressure and how to handle it. ✦ Can explain how to maintain a healthy body image and deal with societal pressures. ✦ Can describe how to build and maintain positive relationships in school, work, and social settings. ✦ Can talk about the importance of understanding and respecting personal boundaries in relationships. ✦ Can explain how to practice emotional regulation in challenging situations. ✦ Can describe the role of resilience in overcoming difficulties and setbacks. ✦ Can discuss the effects of substance abuse on individuals, families, and communities. ✦ Can explain how to develop effective study habits and manage stress during exams.

✦ Can talk about the role of honesty and trust in maintaining healthy friendships and relationships. ✦ Can explain how to communicate their feelings and emotions openly and respectfully with others. ✦ Can talk about the importance of self-awareness in personal growth and development. ✦ Can describe how to recognise the signs of emotional abuse and how to get support. ✦ Can explain how to manage time effectively between schoolwork, personal activities, and relaxation. ✦ Can talk about the role of responsible decision making in health-related choices, including exercise and diet. ✦ Can describe the importance of diversity and inclusivity in building a respectful community. ✦ Can explain the significance of setting personal goals and working towards them over time. ✦ Can talk about how to manage pressure from social media and external expectations. ✦ Can describe how to engage in constructive debates and discussions on sensitive topics. ✦ Can explain the importance of taking care of personal mental health and wellbeing. ✦ Can discuss how to handle romantic relationships with maturity, respect, and mutual understanding. ✦ Can describe how to develop strong coping mechanisms for handling personal and academic stress. ✦ Can explain the impact of global issues such as climate change, social justice, and human rights on society. ✦ Can talk about the importance of supporting others, particularly peers, through difficult times. ✦ Can describe the role of respect in building healthy relationships, including friendships and family dynamics. ✦ Can explain the importance of developing strong, positive self-esteem and confidence.	✦ Can describe how to avoid unhealthy relationship patterns and seek help if necessary. ✦ Can talk about how to contribute positively to their local community. ✦ Can explain how to develop and practice positive self-esteem. ✦ Can discuss the role of gender equality and respect in modern relationships. ✦ Can describe how to communicate effectively in different social and academic contexts. ✦ Can talk about the importance of respecting different cultures and perspectives in a diverse society. ✦ Can explain how to navigate social media responsibly and protect personal privacy. ✦ Can describe how to support friends and peers who may be struggling with personal issues. ✦ Can talk about the benefits of maintaining physical, emotional, and social wellbeing. ✦ Can explain how to practice consent and mutual respect in intimate relationships. ✦ Can describe how to recognise and address mental health concerns, both in themselves and others. ✦ Can talk about the importance of maintaining a positive work life balance. ✦ Can explain how to advocate for themselves in school and social situations. ✦ Can describe how to manage personal finances, including managing debt, savings, and budgeting. ✦ Can talk about how to engage in respectful discussions about controversial issues. ✦ Can explain the importance of teamwork and collaboration in achieving shared goals. ✦ Can describe the impact of unhealthy friendships and how to establish boundaries. ✦ Can describe how to develop healthy coping strategies for dealing with stress and setbacks.
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✚ Can talk about how to maintain a healthy work life balance and prioritize personal wellbeing. ✚ Can describe how to make informed choices about future career opportunities and educational paths. ✚ Can explain how to build emotional resilience and stay positive during tough situations. ✚ Can discuss the importance of supporting and standing up for others in times of need. ✚ Can describe the significance of effective time management in achieving personal goals. ✚ Can explain how to practice mindfulness and relaxation techniques to reduce stress. ✚ Can talk about the role of healthy friendships in supporting academic and personal growth. ✚ Can describe how to stay safe in online environments and protect personal privacy. ✚ Can discuss the effects of peer influence and how to maintain individuality and self-confidence. ✚ Can talk about the significance of self-reflection in improving personal relationships and emotional wellbeing. ✚ Can describe how to navigate changes in friendships and relationships as they evolve. ✚ Can explain the role of respect for others boundaries in fostering healthy friendships and partnerships. ✚ Can talk about the benefits of lifelong learning and personal development for future success. ✚ Can explain the importance of setting and maintaining boundaries in all types of relationships. ✚ Can describe the effects of unhealthy relationships on personal wellbeing and how to recognise them. ✚ Can talk about the importance of self-respect and how to set healthy boundaries in relationships. ✚ Can talk about the significance of consent and mutual respect in romantic and sexual relationships.	✚ Can discuss the significance of contributing to environmental sustainability. ✚ Can explain the impact of long-term goals and aspirations on personal growth. ✚ Can talk about the importance of digital literacy and online safety. ✚ Can explain how to deal with peer pressure in academic and social situations. ✚ Can describe how to manage feelings of anxiety and uncertainty about the future. ✚ Can talk about the importance of developing leadership skills and taking on responsibilities. ✚ Can explain how to make responsible decisions about health, relationships, and personal goals. ✚ Can describe the role of self-reflection in making positive changes and improving personal habits. ✚ Can talk about how to be an active, responsible citizen in a democratic society. ✚ Can explain how to support the mental health and wellbeing of others. ✚ Can describe the importance of setting and achieving realistic personal goals for the future. ✚ Can talk about how to maintain positive relationships with family members and peers. ✚ Can explain the importance of recognizing and avoiding risky behaviours. ✚ Can explain the concept of sexual health, including consent and contraception, and its role in relationships. ✚ Can describe the role of honesty, trust, and respect in romantic relationships.
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STEP 11

- ✚ Can discuss the significance of setting long term goals and planning for the future.
- ✚ Can describe how to manage the pressures of transitioning from school to adulthood.
- ✚ Can explain the importance of financial literacy, including saving, investing, and managing credit.
- ✚ Can talk about how to navigate relationships in the context of independence and adulthood.
- ✚ Can describe the importance of resilience and mental toughness in achieving long term goals.
- ✚ Can explain how to manage academic, work, and personal life responsibilities.
- ✚ Can discuss the impact of social media on relationships and self-esteem.
- ✚ Can describe how to maintain healthy physical and emotional habits during times of stress.
- ✚ Can explain the importance of building and maintaining professional relationships and networks.
- ✚ Can talk about the significance of continuing personal development through learning and self-reflection.
- ✚ Can describe how to engage in respectful, productive conversations about differing opinions.
- ✚ Can talk about the importance of community engagement and contributing positively to society.
- ✚ Can describe how to manage finances effectively as an adult, including budgeting and managing debt.
- ✚ Can explain how to make informed decisions about career choices, higher education, and job opportunities.
- ✚ Can discuss the significance of self-care practices and maintaining mental health.
- ✚ Can describe how to manage feelings of uncertainty and anxiety about the future.
- ✚ Can explain the importance of setting healthy, realistic expectations for life after school.
- ✚ Can talk about the benefits of maintaining a healthy work life balance and prioritizing personal wellbeing.
- ✚ Can describe how to develop a career plan and set realistic professional goals.
- ✚ Can explain how to deal with challenges, disappointments, and setbacks effectively.
- ✚ Can discuss the role of self-discipline in achieving personal, academic, and professional goals.
- ✚ Can describe the importance of respecting diversity and being an active advocate for equality.
- ✚ Can talk about the impact of media portrayals of beauty, success, and relationships.
- ✚ Can explain how to navigate workplace environments respectfully and responsibly.
- ✚ Can describe how to maintain strong, healthy relationships during periods of change.
- ✚ Can discuss the importance of making healthy lifestyle choices, including exercise, diet, and sleep.
- ✚ Can explain the role of ongoing personal and professional development in achieving career success.
- ✚ Can talk about how to make responsible decisions about health, relationships, and personal goals.
- ✚ Can describe how to develop and maintain strong, supportive friendships during challenging times.
- ✚ Can explain the importance of personal responsibility in maintaining physical, emotional, and mental wellbeing.
- ✚ Can talk about the role of self-reflection and mindfulness in decision making.
- ✚ Can discuss how to handle workplace stress and professional expectations.
- ✚ Can describe how to deal with relationship challenges, including conflict resolution and communication.
- ✚ Can explain the impact of peer influence on behaviour and how to make independent decisions.

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- The logo for Greenfields Academy is a large, light green watermark in the background. It features a circular emblem with a stylized tree in the center and the letters 'GA' to its right. The words 'Greenfields Academy' are written in a circular path around the emblem.
- ✦ Can talk about the importance of engaging in lifelong learning to improve career and personal development.
 - ✦ Can describe the role of social responsibility in contributing to the greater good of society.
 - ✦ Can explain how to navigate personal and professional transitions with maturity and responsibility.
 - ✦ Can discuss the importance of being open to feedback and using it for personal growth.
 - ✦ Can talk about how to foster a sense of community and belonging in both personal and professional environments.
 - ✦ Can explain the importance of developing professional communication skills for future career opportunities.
 - ✦ Can describe how to identify and manage potential risks in different environments.
 - ✦ Can talk about how to prepare for life after school, including future education, career, and personal goals.
 - ✦ Can describe the impact of positive thinking and optimism on long term success.
 - ✦ Can explain how to be a responsible global citizen and consider the impact of their actions.
 - ✦ Can discuss the role of emotional intelligence in navigating personal and professional relationships.
 - ✦ Can explain the importance of engaging in community service and social justice initiatives.
 - ✦ Can talk about how to build a strong personal network for career development.
 - ✦ Can describe how to manage the transition to adulthood with confidence and responsibility.
 - ✦ Can describe how to effectively communicate personal boundaries and respect those of others.
 - ✦ Can explain the role of consent, boundaries, and communication in healthy adult relationships.