



THE
KINGSLEY
SCHOOL

| The Kingsley School PHSE Policy | |
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Introduction

This policy applies to all pupils at The Kingsley School, including those in EYFS.

The PSHEE programme is an integral and important part of the education programme at our school. This programme aims to foster the personal, moral, spiritual, social and cultural development of our pupils, as well as helping to enhance their ability to cope with life and its demands. It aims to inspire and encourage our pupils to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work. The PSHEE programme is annually reviewed and developed by the Head of PSHEE. It has an established place within the curriculum with Heads of Year or designated teachers teaching the course throughout the school. The Head of PSHEE and Heads of Year review the pupils' needs and alter the course as is necessary. In the Preparatory School this will be done by the Head of Prep, in conjunction with the class teachers. The information about the content of PSHEE in main school is shared with all staff.

This Policy works in conjunction with:

- The Wellbeing Policy
- The Relationships and Sex Education Policy
- The Anti Bullying Policy
- The Anti Cyberbullying Policy
- Senior School PSHEE

Aims

PSHEE aims to help our pupils develop an increased understanding and knowledge of:

- Health issues: drugs, sex education, mental health, healthy lifestyle, and work/play balance;
- Personal issues: goal setting, self-awareness, self-esteem, relationships, emotional well-being, safety and safeguarding; careers
- Social issues: relationships including family, friends, workplace, teams, disabled people; inclusivity and diversity
- Emotional literacy: supporting personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable pupils to explore their own feelings and thoughts, as well as developing emotional empathy.

The Kingsley School follows the advice and guidance set out by the PSHE Education Association who state that PSHE education "... is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work" (Ref: PSHE Education Association Programme on Study for PSHE Education Key Stages 1 – 5 updated in June 2020)

Learning opportunities are based on three core themes:

- Core theme 1: Health and Wellbeing
- Core theme 2: Relationships
- Core theme 3: Living in the wider world

Citizenship

Citizenship education aims to develop an increasing awareness and a better understanding of:

- What constitutes British values of democracy, respect and tolerance for others, personal liberty and the law.
- Personal finance and the notion of worth and value.

- The Equality Act of 2010 and vulnerable groups in our society.
- Responsibility within the communities that our pupils interact with both on a smaller scale (such as family), as well as the larger scale (national and global issues).

The Programme

The programme uses the PSHE Education Association Programme of Study for PSHE education (key stages 1 – 5) and the PSHE Education Association Programme Builder 4: Thematic model (key stages 3 and 4). The latter takes a thematic approach to PSHE Education. The three core themes of the Programme of Study are studied over six half terms. This means that generally, all year groups are working on the same core theme at the same time, but these have been modified to suit the school's planning requirements. The content of the programme has been selected to provide opportunities to develop knowledge, skills and attributes that are relevant and appropriate to the school and the needs of the pupils.

Statutory requirements for Relationships Education, RSE and Health Education are covered in the programme. An audit is completed each year with reference to how the KS2, KS3 and KS4 programmes meet the statutory requirements.

The Kingsley School governors are invited to review the PSHEE programme along with a curriculum audit with its modified content in order to meet the statutory requirements. A variety of teaching styles encourages the pupils to be active participants and interact with one another in the lessons as much as possible. Discussion is crucial and central to PSHEE and Citizenship education.

Staff throughout the school ensure the effective delivery of the programme, for example, external speakers are invited into school to talk to pupils about a number of issues such as safety, drugs, alcohol and sexual health. A wide variety of excellent resources is provided which is regularly updated; all teaching resources in the Senior School are recommended by the PSHE Education Association. Key members of staff are also flagged to pupils as people they can go to speak to regarding a range of issues, such as the school Wellbeing Counsellor and school nurse.

Heads of Departments are encouraged to flag on their schemes of work links with the PSHEE curriculum, allowing a whole school approach to the delivery of key skills. Heads of Department are also asked to complete the PSHEE curriculum audit, which illustrates the coverage of the statutory requirements for PSHEE.

- Aspects of PSHEE are also taught across the curriculum. See Appendix 1 for curriculum links and audits.

The ethos of the school also reflects a focus on good citizenship and thinking of others. There is a strong emphasis on charitable fund raising and giving to those who are less fortunate through cake sales, mufti days and other events organised by the student body. Each year the Sixth Form Leadership team agree a focus and select multiple charities that they would like to support throughout the year. As opportunities arise pupils are encouraged to participate, which has led to sixth form pupils organising events such as volunteering with Kissing it Better - an organization that organizes sixth form students to visit hospitals and care homes to interact with patients and residents

The Kingsley School is also working more closely with the local community, e.g. the president of the Royal Leamington Rotary Club has led whole school assemblies, as well as working with the school to award the Community Spirit Award.

As a Round Square School, there are many links between the Round Square Ideals and the PSHEE curriculum. These include:

Internationalism links to living in the wider world; understanding of different cultures and attitudes.

Democracy- equality in personal relationships as well as politics.

Environmentalism- centres on the significance of understanding mankind's place in the universe, the forces that shape our surroundings and the impact we have on those surroundings.

Adventure- courage, discipline, tenacity and resilience are foundations on which ambition is built and personal development is achieved.

Leadership- building relationships and employing both their own skills and abilities and those of their team to the greatest effect.

Service- develops an understanding of the wider world and how cultural difference develops through shared experience.

Further information on the Round Square Ideals can be found here: [Discovery Wheel \(rsinsights.org\)](http://rsinsights.org)

In all year groups, participation in the democratic life of the school is carried out via the Student Voice. Representatives are elected and some volunteer to represent their forms and to lead responsibly; they represent the views of pupils in their form at the Student Voice meetings which are held regularly throughout the year and are chaired by the Sixth Form Leadership Team.

The ability to work as a team and to take others' views into account is promoted through sport, the Duke of Edinburgh Award Scheme and many other curricular and extra-curricular activities. Courtesy and concern for others is a vital ingredient of school life, and indeed life outside school.

Head of PSHEE

The Head of PSHEE is responsible for the programme as a whole (KS3 and KS4): providing resources and supporting PSHEE teachers, ensuring that they feel confident about the delivery of the programme. The programme is continually assessed to update and meet the needs of our young people in a fast moving and changing society. The Head of PSHEE works with the Director of Sixth Form (who is responsible for PSHEE at KS5) and with the Deputy Head of Prep (who is responsible for PSHEE from Foundation to Year 6).

Sex and relationships education in the Senior School

The PSHEE department issues letters home at the beginning of each academic year outlining the overview of the PSHEE course structure so parents are fully informed. Where any sensitive topic areas are taught, such as Female Genital Mutilation, cancer and adoption, additional information is also sent to parents with pupils in the relevant year group.

The PSHEE curriculum includes content set out in the Statutory Guidance for Relationships Education, RSE and Health Education. The statutory requirements state that as parents 'you cannot withdraw your child from Health Education or The Relationship Education elements of

Relationships and Sex Education, because it is important that all children receive this content, covering topics such as 'friendships and how to stay safe' (Ref: Gov.UK).

Parents have the right to request that their child will be withdrawn from some or all of the sex education delivered as part of the statutory RSE. If this occurs, then the parents will be asked to discuss the request with the Deputy Head (Wellbeing and Pastoral) who will in turn discuss it with the Headteacher and for good practice, with the pupil. A record of any such meeting would be kept. Unless there are exceptional circumstances, the parents' request will be respected to withdraw the pupil, up to and until three terms before the pupil turns 16. (Ref: DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education). The School's RSE programme aims to develop pupils' understanding of the topic in the following key areas:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Discussing the importance of values and individual conscience and moral considerations.
- The understanding of the value of family life, and stable and loving relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Assessment

Assessment gives the pupils opportunities to reflect on their learning, increases motivation and improves their awareness of their development. It also allows other interested parties to evaluate the impact that PSHEE is having for pupils and whole school outcomes. Assessment is a combination of teacher assessment and student – and peer assessment.

Assessment is used to compare where a student is at the end of a lesson or series of lessons against where they were before the lessons. The benchmark against which progress is measured is the student's own starting point, not the performance of others.

The model used is that of the one provided by the PSHE Education Association:

1. Baseline assessment which could be completed at the start of the lesson or during tutor time in preparation for the first lesson
2. Build AfL into the lesson
3. At the end of the 'learning' progress is measured from the starting point and used to evidence progress and inform future learning.

Assessment takes place in a fortnightly PSHEE form time session (for 30 minutes) in which

Form Tutors deliver additional topic support to each year group using UNIFROG PSHE resources. They are chosen by the Head of PSHEE and used to either introduce a topic or support a topic for the main timetabled PSHEE lessons.

Assessment and progress also takes place through the completion of PSHEE reports once a year. These reports follow the advice from the PSHE Education Association and use 'can do statements'. The individual reports are saved as with other subject reports and are included in the pupil PSHEE exercise book. The pupils and PSHEE subject teacher also have an opportunity to reflect and record comments on the reports.

The Preparatory School PSHEE

Aims

PSHEE equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of PSHEE is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. It also contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Delivery of PSHEE and Citizenship - Overarching Concepts

Pupils in the Preparatory School also follow the PSHE Association recommended schemes of work

Activities used in the teaching of PSHEE are varied and a wide range of styles is used with emphasis given to independent and active learning. Other possible methods are as follows:

- As topics during PSHEE lessons and other curriculum areas as appropriate. The Prep School also encourages a cross curricular approach using the 4D Curriculum topics
- Pastoral time / Form time
- Assembly time - opportunities to explore themes and for pupils to plan their own participation in assemblies
- Visiting speakers-religious groups, charities etc.
- Story time
- House meetings - create sense of belonging-extended to younger pupils
- Residential visits are offered to Years 3 to 6 to develop independence, leadership and co-operation skills through team building activities.

In line with a whole school focus on Positive Education, the Prep School has launched the Round Square Heroes of Discovery. Twelve colourful characters have been woven through whole school assemblies and the curriculum to bring the Round Square Discoveries to life. The children are encouraged to identify their strengths and evaluate characteristics that they would like to develop.

Methods which involve children's full participation and active learning are used. The use of a range of teaching materials including books, film and audio material, magazines, discussion material and visual aids encourages participation. Pupils often work in groups and lessons frequently take the form of open questioning and discussion. PSHEE and C is taught to all children as a class regardless of their abilities. All pupils are given the opportunity to achieve their best.

PSHE and Fundamental British Values

Dreams and Goals

| Year | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
|--------|-----------|-------------|--------------------|----------------|--|
| F1/2 | ✓ | | ✓ | ✓ | ✓ |
| Year 1 | ✓ | | ✓ | ✓ | ✓ |
| Year 2 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 3 | | | ✓ | ✓ | ✓ |
| Year 4 | ✓ | | ✓ | ✓ | ✓ |
| Year 5 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 6 | ✓ | | ✓ | ✓ | ✓ |

Being Me in My World

| Year | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
|--------|-----------|-------------|--------------------|----------------|--|
| F1/2 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 1 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 2 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 3 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 4 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 5 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 6 | ✓ | ✓ | ✓ | ✓ | ✓ |

PSHEE and Special Educational Needs (SEN) or English as an Additional Language

Healthy Me

| Year | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
|--------|-----------|-------------|--------------------|----------------|--|
| F1/2 | | ✓ | ✓ | ✓ | ✓ |
| Year 1 | | ✓ | ✓ | ✓ | |
| Year 2 | | ✓ | ✓ | ✓ | |
| Year 3 | | ✓ | ✓ | ✓ | ✓ |
| Year 4 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 5 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 6 | | ✓ | ✓ | ✓ | ✓ |

Celebrating Difference

| Year | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
|--------|-----------|-------------|--------------------|----------------|--|
| F1/2 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 1 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 2 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 3 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 4 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 5 | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 6 | ✓ | ✓ | ✓ | ✓ | ✓ |

(EAL)

PSHEE is an entitlement for all, but some children and young people will need PSHEE more than others because of their life experiences. Health and social inequalities make it even more important that their social and emotional needs are addressed. It is a subject which is especially accessible to all pupils, given the variety of activity and outcomes expected. PSHEE is an area of the curriculum where pupils with SEN do not need to feel inhibited by their difficulties. Experience shows that these pupils seem to relish the opportunities afforded by PSHEE to display their natural strengths and intelligence in a less threatening environment.

Pupils with English as an additional language welcome the opportunity to contribute to lessons on a more equal footing than in other academic subjects. The school makes every effort to remove obstacles to successful learning and to equip young people with the confidence and skills to be effective learners and responsible citizens.

Links with other subjects and cross-curricular themes (See also Appendix 1)

Issues covered by PSHEE touch upon almost all other subjects of the curriculum. PSHEE enables pupils to draw connections between different subjects within one specific area of the

curriculum. For instance, a debate on the environment will touch upon Science, Geography, English, Religious Education, History, DT, ICT and mathematical data. Hence, PSHEE, possibly uniquely, helps pupils synthesize knowledge and skills gained from other sources into one body of work.

These dimensions provide unifying themes that give learning relevance and help young people make sense of the world. They reflect the major ideas and challenges that face individuals and society. Most of them are addressed through the current PSHE programmes of study.

- Identity and cultural diversity
- Healthy lifestyles
- Community participation
- Enterprise
- Global dimension and sustainable development
- Technology and the media
- Creativity and critical thinking.

A major link, of course, is with the school's Pastoral system. Issues introduced there can be consolidated and developed during PSHEE lessons.

Use of ICT

ICT is a frequent tool used in PSHEE. Pupils will present PowerPoint presentations, prepare letters and reports on Word, use different websites to research issues, use design programmes such as Publisher to illustrate ideas or projects and more recently the use of apps.

Confidentiality and safeguarding

PSHEE can give rise to pupil or student disclosures. Children and young people should be told, in age and maturity appropriate language that school staff can keep confidentiality except when the adult is concerned about their safety or that of another child. When appropriate, children and young people should be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline. 'Signposting' sources of support are included on each lesson plan.

PSHEE lessons may raise concerns for children and young people about themselves or members of their family and the teacher should indicate who they can talk to about this or any other concern.

In practice, confidentiality as a ground rule or part of a working agreement in a PSHEE lesson will mean: respect for the privacy of the individual:

- no one will be pressured to answer questions or to share anything they don't want to
- everyone taking responsibility for what they share (children and young people will need guidance on this issue)
- sometimes not talking about something outside the group or using names, adults in the classroom being bound by the same rules, except where a child discloses something that the adult is obliged to report under safeguarding responsibilities.

Confidentiality is an important consideration with respect to specific areas of the PSHEE curriculum, for example sex and relationships education and drugs and alcohol education.

If a child discloses information which is sensitive and which the child asks not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil

their professional responsibilities in relation to: safeguarding, cooperation with a police investigation or referral to an external service. School staff cannot, and should not, promise total confidentiality.

Working with parents

The school is committed to working with parents. Under the Education Act 1996, parents can withdraw pupils from taking part of relationship and sex education that is outside the compulsory elements of sex education contained in the science National Curriculum.

Parents are informed of the timescale early in the summer term, giving them time to discuss issues in the home environment. The School Nurse delivers these lessons.

Withdrawal from these lessons will be authorised in consultation with parents, the Head of Prep and the School Nurse. They will explore the concerns of parents and the possibilities of adjusting the programme to help reassure parents of the sensitive and age appropriate approach to this subject. They will also discuss the possibility of withdrawal having a negative impact on the child. Unfortunately, once a child has been withdrawn, they cannot take part in relationship and sex education until the request for withdrawal has been removed.

‘Sex Education’ is used in its broadest sense and not confined to the biological aspects of human reproduction. It should be taught within the concept of families and relationships. A biological component is covered in Year 5 work on menstruation and changes to one’s body; this is explored more fully in Year 6 to include human reproduction.

Appendix 1 – Cross curricular links and FBV audit

| Kingsley Curriculum Audit Tool — Statutory Guidance for RSE (Secondary) September 2022 | | | |
|---|---|---|---|
| Topic | Students should know | Kingsley PSHE source and POS reference to statutory guidance | Cross curricular links |
| Families | That there are different types of committed, stable relationships. | KS3 R1 and R36 in year 9 KS4 R1 in year 10, | KS3 year 9 Spanish and French relationships with family and friends GCSE topic. AS level Spanish and French Changing face of families topic |
| | How these relationships might contribute to human happiness and their importance for bringing up children. | KS3 H2 in year 7, year 9, R36 in year 9 KS4 R2 in year 10, R4 in year 11, R25 in year 11 | AS Level Economics - behavioural economics, measuring happiness Psychology paper 1 Attachments |
| | 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. | KS3 NA KS4 R4 in year 11, R10 in year 10 | AS level Spanish and French Changing face of families topic |
| | Why marriage is an important relationship choice for many couples and why it must be freely entered into. | KS3 R6 in year 9, KS4 R4 in year 11, R10 in year 10, R33 in year 11 | |
| | The characteristics and legal status of other types of long-term relationships. | KS3 R1 in year 9, KS4 R1 in year 10, R4 in year 11 | AS level Spanish and French Changing face of families topic |
| | The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. | KS3 R35 in year 9, R36 in year 9, KS4 R25 in year 11 | Year 7 Biology: the biological needs of a new-born child |
| | How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to | KS3 R2 in year 7, R6 in year 9, R23 in year 9, Across whole school *R37 in year 9, Across whole school *R38 in year 7, R46 in year 9, L23 in year 8, L27. KS4 R2 in year 10, R17 in year 11, across | Years 9 - 11 physics, discussion of bias and peer review of scientific discoveries |

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| | recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. | whole school * ,R23 in year 11, L24 in year 10, L27 in year 10 | |
| Respectful relationships, including friendships | The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. | KS3 R2 in year 7, R10 in year 8, R13 in year 7, R14 in year 7, R16 in year 7, 8, R19 in year 9, R21 in year 9, KS4 R1 in year 10, R12 in year 11, R13 in year 11 | |
| | Practical steps they can take in a range of different contexts to improve or support respectful relationships. | KS3 R13 in year 7, R14 in year 7, 8, R41 in year 7, R42 in year 8, in year 9, KS4 R30 in year 10, in year 11, R31 in year 10, in year 11, R34 in year 10, R36 in year 10 | |
| | 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). | KS3 R7 in year 9, R8 in year 9, R39 in year 7, 8, R40 in year 7, 8, L10 in year 7, 8, KS4 L5 | KS3 Geography: Y8 look at Africa and challenge stereotypes and misconceptions about how we prejudge the people and places of the continent. Employment Law - Equality Act in AS Business Latin: KS3 - Years 8 and 9 look at slavery and the privileges of citizens in the Roman world, exploring discrimination and prejudice. Year 9 History students study the transatlantic slave trade and the lack of rights of enslaved peoples living in the Americas. We also study discrimination and racism in the USA following the civil war |

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| | | | and into the era of the civil rights movement. Music: Study of Blues as part of the lived experience of many people of colour |
| | That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. | KS3 R2 in year 7, R14 in year 7, KS4 R1 in year 10, R10 in year 10, L29 in year 10 | Design & Technology: inclusive design, incorporating respect of religious beliefs and cultural traditions. |
| | About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. | KS3 R14 in year 7, R23 Across whole school *R38 in year 7, R40 in year 7, 8, KS4 R7 in year 10, R 34 in year 10 | KS3 ICT online safety is covered at the start of each academic year in years 7, 8 and 9 |
| | That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. | KS3 R2 in year 7, R25 in year 8, R37 in year 9, Across whole school * KS4 R28 in year 10, R29 in year 10, in year 11, and whole school*, R30 in year 10, in year 11, and whole school | |
| | What constitutes sexual harassment and sexual violence and why these are always unacceptable. | KS3 R37 in year 9, Across whole school * KS4 R16 in year 11, R29 in year 10, in year 11, L15 | |
| | 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. | KS3 R40 in year 7, 8, R41 in year 7, 8, L10 in year 7, 8, KS4 R5 in year 10, R6 in year 10, L15 | KS3 Latin - Year 8 look at slavery and the privileges of citizens in the Roman world, exploring discrimination and prejudice. AS Business, Employment Law Year 9 history students study the abolition of slavery and the work of William Wilberforce as a form of improvement in the rights of people within the British Empire. |

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| | | | Students also study the US Emancipation Proclamation. GCSE Students study the law changes in Nazi Germany - Nuremberg Laws. |
| Online and media | Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. | KS3 R13 in year 7, R14 in year 7, L20 in year 8, L22 in year 8, KS4 R15 in year 10, R16 L11 L12 L22 L23 | Music: Importance of copyright laws |
| | 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. | KS3 H30 in year 7, R17 R21 in year 9, R37 Across whole school * L20 in year 8, L21 in year 8, KS4 H22 in year 11, R14 in year 10, R22 in year 10, L25 | KS3 year 9 + KS4 year 10 Spanish and French technology in everyday life GCSE topic. AS level Spanish and French technology topic |
| | Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. | KS3 R29 in year 8, in year 9, R30 in year 8, in year 9, R21 in year 8, in year 9, KS4 R22 in year 10, L23 L25 | |
| | What to do and where to get support to report material or manage issues online. | KS3 R17 R30 in year 8, in year 9, R37 in year 9, Across whole school * L27. KS4 R14 in year 10, R17 in year 11, across whole school* L23 | |
| | The impact of viewing harmful content. | KS3 H3 in year 8, in year 9, R7 in year 9, R8 in year 9, L25 in year 8, KS4 H3 in year 11, R8 in year 10 | |
| | That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. | KS3 R8 in year 9, KS4 R8 in year 10 | |

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| | That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. | KS3 R30 in year 8, in year 9, KS4 R22 in year 10 | |
| | How information and data is generated, collected, shared and used online. | KS3 L20 in year 8, L21 in year 8, KS4 L22 L23 L25 L26 in year 10 | |
| 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. | KS3 H22 R6 in year 9, R24 in year 7, in year 9, R25 in year 8, R27 in year 8, in year 9, R37 Across whole school *. KS4 H23 in year 11, R16 in year 11, R18 in year 10, R19 in year 10, R28 in year 10, R29 in year 10, in year 11, and whole school, R30 in year 10, in year 11, and whole school*, R31 in year 10, in year 11, R32 in year 11, R33 in year 11, R37 in year 10 | |
| | 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). | KS3 R24 in year 7, in year 8, in year 9, R26 in year 8, in year 9, R27 in year 8, in year 9, KS4 R18 in year 10, R20 in year 10, R21 in year 11, R22 in year 10 | |
| 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. | KS3 R2 in year 7, R10 in year 8, R14 in year 7, R24 in year 7, in year 9, R31. in year 9, KS4 R1 in year 10, R2 in year 10, R18 in year 10 | |
| | 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. | KS3 H2 in year 9, H36 in year 8, R13 in year 7, R18 in year 8, in year 9, R33 in year 9, KS4 H2 in year 10, in year 11, H6 in year 10, H26 in year 11, H27 in year 11, R24 in year 11 | |

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| | The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. | KS3 NA KS4 H26 in year 11, H30 in year 11, H31 in year 11, H32 in year 11, R24 in year 11, R26 in year 11 | KS3 Biology: hormonal control of the menstrual cycle |
| | That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. | KS3 H5 in year 8, R24 in year 7, in year 9, R26 in year 8, in year 9, R30 in year 8, in year 9, R42 in year 8, in year 9, KS4 H4 in year 11, R3 in year 10, R18 in year 10, R21 in year 11, R28 in year 10, | |
| | That they have a choice to delay sex or to enjoy intimacy without sex. | KS3 R9 in year 7, R11 in year 7, in year 9, R12 in year 9, R24 in year 7, in year 8, in year 9, R25 in year 8, R28 in year 9, R31. in year 9, KS4 R2 in year 10, R9 in year 10, R10 in year 10, R21 in year 11 | |
| | The facts about the full range of contraceptive choices, efficacy and options available. | KS3 H35 in year 8, H36 in year 8, R33 in year 9, KS4 H26 in year 11, H29 in year 11, R23 in year 11 | ; the advantages and disadvantages of different types of contraception. |
| | The facts around pregnancy including miscarriage. | KS3 R33 in year 9, R34 in year 9, KS4 H30 in year 11, H32 in year 11 | Year 7 Biology: pregnancy and birth |
| | 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). | KS3 R34 in year 9, KS4 H33 in year 11, R23 in year 11, R24 in year 11, R26 in year 11, R27 in year 11 | |
| | 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. | KS3 H35 in year 8, H36 in year 8, R33 in year 9, KS4 H27 in year 11, H28 in year 11, H31 in year 11, R23 in year 11 | KS3 Biology: The causes and transmission of HIV and gonorrhoea. A-level biology: the structure of viruses and how they affect cells. |

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| | About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. | KS3 H36 in year 8, KS4 H27 in year 11, H28 in year 11, H31 in year 11 | KS3 Biology: The causes and transmission of HIV and gonorrhoea |
| | How the use of alcohol and drugs can lead to risky sexual behaviour. | KS3 H27 in year 8, in year 9, KS4 H20 in year 10, R20 in year 10 | |
| | How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. | KS3 H35 in year 8, R23 in year 9, R34 in year 9, R37. in year 9, KS4 H14 in year 11, H28 in year 11, H29 in year 11, H32 in year 11, H33 in year 11, R7 in year 10, R17 across whole school* R24 in year 11, R32 in year 11 | |
| The Law: Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: | Marriage | Year 9, year11 | |
| | Consent, including the age of consent | All of KS3, all of KS4 | |
| | Violence against women and girls | Year 11 | |
| | Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) | Year 8, year11 | |
| | Pornography | Year 10 | |
| | Abortion | Year 11 | |
| | Sexuality | Year 8, year11 | |
| | Gender identity | Year 8, year10 | Paper 3 A-Level psychology Gender |
| | Substance misuse | Year 10 | GCSE Physics - Stopping distances in driving - braking distance and how it is affected by alcohol intake. |
| | Violence and exploitation by gangs | Year 10 | aper 3 A-Level psychology Forensic |
| | Extremism/radicalisation | Year 10 | |
| | Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) | Year 9, year10 | |
| | Hate crime | Year 10 | A Level Textiles -looking at cases of offensive products being taken off the market |

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| | Female genital mutilation (FGM) | Year 9 | |
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| Topic | FBV Audit: Cross curricular links |
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| Democracy | KS3 Latin - Year 9 look at democracy and elections in Pompeii. |
| | Geography Y7: Make up of the UK and the role of the UK Government. Defining what is 'being British' |
| | Geography Y10: Interpreting the role of political transparency and democracy in understanding Development. |
| | GCSE History: Students study Democracy and Dictatorship in Germany 1890 - 1945. The rise of Nazism and its consequences on Germans. |
| | AS/A-level History students study Fascist Italian and Tudor law changes that affected citizens' rights and the key differences between democratic and undemocratic states through time. |
| | Students learn about democracy in art through the balance of rules and instructions set by the teacher and choice-based learning where students undertake self-directed study. |
| | In Design & Technology: All pupils have the democratic right to participate in activities no matter what cultural, ethical, health or social background |
| | A level MFL. Spanish: Students cover the topic of the importance of politics in young people's lives, understanding why their attitude to politics is changing and describing and discussing the type of society young people want to live. French: Discuss arguments relating to the vote and examine the French political system and its evolution, engagement levels of young people and their influence on politics, the future of politics and political engagement. |
| | Music: Students learn about the role of Protest in Protest songs |
| Rule of law | Example Year 7 ICT topic about online safety |
| | Y9 Geography - Geography of crime. What crime is, why people commit crime and geographic patterns. |
| | Geography KS5 - Examining mitigation strategies for disease prevention and the role of government and legislation. |
| | GCSE History: Students study the origins of The League of Nations and its impact on global peace and cooperation. |
| | Students are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the law and for the views and beliefs of others. KS3 Art: Rules of the classroom link to RBV rule of law. |
| | In Design & Technology: The right and wrong context of practical tasks. Understanding ethical and culturally responsible production in the textiles and clothing industry. Health & safety implications and responsibilities for themselves and others when carrying out practical work. |

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| Individual liberty | Example KS4 enrichment Amnesty International group |
| | KS3 Latin - Year 8 look at slavery |
| | Y8 Geography - Africa. Looking at exploitation of coltan miners for mobile phone batteries. |
| | KS5 Geography - look at different Human Rights norms around the world. |
| | KS3 History - students study slavery and the lack of basic human rights. Students also study the working and living conditions of different people in British industrial society c180. |
| | KS3/4/5 Art & Photography: Creative expression promotes individual liberty, especially so in enrichment, REACH Higher homework weeks and at GCSE and A-level working on independent projects. |
| | Design & Technology: Working individually or as part of a group to achieve practical outcomes. Responsibility for own behaviour & interaction within group. |
| | Music: Protest songs SoW |
| Mutual respect | KS4 Latin - Year 10 look at the worship of the goddess, Isis, diversity of races and racial tensions in Alexandria in Egypt under the Romans. |
| | KS3 Latin - Year 9 look at slavery, the privileges of Roman citizens and treatment of the British by the Romans in Roman Britain exploring discrimination and prejudice. |
| | Geography Y8 - Study of Africa. Deconstructing stereotyping and understanding impact and importance of different races, cultures and ways of life. |
| | Geography KS4 - Looking at challenges and ways of life of people living in Coventry and also Addis Ababa. |
| | Geography KS5 - understanding that people from different backgrounds will interpret place differently. |
| | Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer assessment and encouraging students to support one another. The Art Department promotes tolerance of different people's ideas, beliefs, creative responses and encourages understanding of different cultures and styles within art. KS3 Art: Group evaluations/reflections link to FBV respect and tolerance of others. Support for students from all backgrounds (race, religion, culture, gender, etc, ability, language, etc) promotes respect and tolerance for others. |
| | Design & Technology: Consideration of different design styles and approaches. Inclusive design - looking at how we can ensure all groups regardless of gender, race, sexual identity, belief system are catered for. |
| | Music Blues is studied as an important part of the African Diaspora. Also learn about other cultures through study of Gamelan. |