

# **BRUERN ABBEY SCHOOL**

## **Relationship and Relationship and Sex Education and PSHEE Policy**

This policy applies all pupils in the school

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Created: July 2020 / Reviewed August 2022

Next Review: August 2023

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Checked by

Date

## **Scope of this policy**

### **I Policy Context and Rationale**

I.1 This policy covers all pupils and year groups within the school, and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education (Junior School) and Relationships and Sex Education (RSE) (Senior School) delivery.

I.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

I.2.1 departmental review and feedback,

I.2.3 parent feedback

I.2.4 pupil voice (School and boarding council)

I.2.5 wellbeing surveys

I.2.6 ongoing feedback from pastoral teams and other staff members.

I.3 PSHE education provides a significant contribution to the schools' responsibility to:

I.3.1 promote children and young people's wellbeing

I.3.2 achieve the whole curriculum aims

I.3.3 promote community cohesion

I.3.4 provide careers education

I.3.5 provide relationships and sex education

I.4 The policy is informed and underpinned by the School's values of improving boys' self esteem. The PSHE and RSE programme aims to develop:

I.4.1 Successful learners who enjoy learning, making progress and achieving

I.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives

I.4.3 Responsible citizens who make a positive contribution to society

I.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

I.5.1 Democracy & the rule of law

I.5.2 individual liberty

I.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through RS and the school's broad and balanced curriculum.

1.6 Parents will be informed about the policy via the school e-newsletter and the policy will be made available through the school website.

## **2 Legislation (Statutory Regulations and Guidelines)**

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

2.3.2 LGBTQ+ (protected characteristics) inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204). Please refer to the Equal Opportunities Policy.

## **3 Roles and Responsibilities**

3.1 From September 2021 PSHE and RSE delivery across the school will be monitored by the Head of PSHE and the Pastoral lead. Each school has its own PSHE lead to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

#### 4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

This table needs to set out who oversees the delivery of the PSHE and RE/RSE curriculum and how it is implemented in practice in each phase of the school

Years 4-7	Year 8
<p>Head of PSHE</p> <p>Humanities teachers</p> <p>Deputy Headmistress/ DSL</p>	<p>Head of PSHE</p> <p>Humanities teachers</p> <p>Deputy Headmistress/ DSL</p>
<ul style="list-style-type: none"> <li>- Use of tutor time to discuss current events and topical issues affecting pupils and those close to them.</li> <li>- Timetabled weekly PSHE lessons</li> <li>- PSHE is taught through other subjects/curriculum areas e.g RS</li> <li>- PSHE delivered through whole school and extended timetable activities e.g. assemblies and chapel services</li> <li>- PSHE Curriculum delivered by external speakers and supported by the PSHE Department</li> <li>- PSHE enabled through specific projects e.g awareness days/weeks</li> <li>- Off site trips e.g. Hazard Alley and other cultural trips e.g. cricket tour to Sri Lanka, and art trips to Paris.</li> <li>- through involvement in the life of the school and wider community</li> <li>- Through the teaching and modelling of tolerance by staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of tutor time to discuss current events and topical issues affecting pupils and those close to them.</li> <li>-- PSHE is taught through other subjects/curriculum areas e.g RS</li> <li>- PSHE Curriculum delivered by external speakers and supported by the PSHE Department</li> <li>- Assemblies and chapel services addressing a range of PSHE issues</li> <li>- through involvement in the life of the school and wider community</li> <li>- PSHE through pastoral care</li> <li>-The teaching and modelling of tolerance by staff.</li> <li>-Through a range of post CE activities at the end of the year e.g. First aid courses.</li> <li>-Cultural trips e.g. cricket tour to Sri Lanka, and art trips to Paris.</li> <li>-Whole school formal dinners and theme night dinners from around the world.</li> <li>- Charity fundraising</li> </ul>

- Whole school formal dinners and theme night dinners from around the world
- PSHE through pastoral care and guidance
- Charity fundraising

**Best Practice in PSHE Education:**

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects

Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.

Pupils will be reassured that the majority of young people make positive healthy lifestyle choices Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.

Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.

**SENIOR SCHOOL CURRICULUM NEEDED**

**5 Safe and Effective Practice**

5.1 PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).* **NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy**

**6 Equality of Opportunity**

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education (Junior School) and Relationships and Sex Education (RSE) (Senior School) takes account of the faith of individual pupils as well as the nature of the faith of the school, whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for

teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

## **7 Definition of Relationships and Sex Education (RSE)**

7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, or any protected characteristics or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## 8 Responsibilities and Delivery Overview

<p>Juniors</p>
<p>Head of PSHE</p>
<p>Heads of Pastoral Care Humanities teachers Head of Science</p>
<p>The focus during Relationship Education in the Junior School focuses on:</p> <ul style="list-style-type: none"> <li>- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;</li> <li>- differences in families and their structure and respect for the individual circumstances of families</li> </ul> <p>It addresses the relationships between:</p> <ul style="list-style-type: none"> <li>- physical health and mental well being</li> <li>- the balance of online and other activities</li> <li>- emotion and the ability to express emotions</li> </ul> <p>Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation the School has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at Bruern Abbey school in these year groups.</p>

<p>Senior</p>
<p>Head of PSHE Heads of Pastoral Care Humanities teachers Head of Science</p>
<p>The aim of RSE in the Senior school is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).</p> <p>It's aim is to teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where to seek support.</p> <p>It will address what is classified as criminal behaviour and how to identify this, make the right decisions and keep themselves and others they think may be at risk, safe.</p> <p>It should support them in making sensible judgements and choices about their behaviour and relationships online and be critically aware of online presence and behaviour in order to keep safe.</p>

RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)

## SENIOR SCHOOL OVERVIEW

### 9 Managing difficult questions:

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education and given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

The pupil should be given the option to stay behind and ask again at the end of the lesson, on a one to one basis, rather than in front of a whole group, particularly given the variety of developmental stages within a Bruern class. If the teacher is unsure whether it is appropriate for the question to be answered or have a concern, they should tell the child that they will get back to them and discuss the issue with the Head of PSHE, Head of Pastoral Care, or DSL. On occasion it may be sensible to consult/ involve parents if the question or area of SRE is a sensitive one.

Students can also be given the opportunity to write down questions that they may have when discussing a particular topic, and the teacher can answer those that are whole class appropriate, and the others on a one to one basis.

### 10 Parents' right to withdraw their child

10.1 Parents will not be able to withdraw their child from relationships education in prep school or secondary school

10.2 At secondary school level parents/carers will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes

10.2.1 Before granting such a request, the Head of School will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits and detrimental effects that withdrawal may have on the pupil.

10.2.2 The School will respect the parents' request to withdraw the pupil except in exceptional circumstances [see Paragraph 47&48 of Relationships Education, Relationships and Sex Education and Health Education guidance, DFE: 2019] up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

10.2.3 If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.

10.2.4 The School will keep a record of all such decisions.

### 11 Intended Outcomes

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future



- 11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
- 11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives
- 11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health
- 11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives
- 11.1.6 Develop skills such as teamwork, communication and resilience
- 11.1.7 Be encouraged to make positive contributions to their families, schools and communities
- 11.1.8 Explore differences and learn to value diversity in all its forms
- 11.1.9 Reflect on their own individual values and attitudes
- 11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively
- 11.1.11 Learn about the world of work
- 11.1.12 Learn to manage their money and finances effectively

## **12 Monitoring and Assessing**

### 12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship Education (Junior School) and Relationship and Sex Education (Senior School) provision will be evaluated through Bellevue's governance reviews.

### 12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

## **13 Confidentiality**

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

## **14 Counselling Services**

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

### 15 OutsideSpeakers

15.1 Please refer to Section 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

Policy reviewed: September 2023  
 Policy review date: September 2024

Appendix i

### Lower Juniors - PSHEE

Year Group	Michaelmas Term	Lent Term	Summer Term
Lower Juniors	<p>Relationships.</p> <p>Introduction to PSHEE and class rules. Coping with Covid. Getting to know each other. Types of families. Making others welcome. What makes a good friend? Bullying. Expected and unexpected behaviour- rules and manners. What makes people different? Appropriate language.</p>	<p>The wider world.</p> <p>Overview of the term, our environmental impact and goal setting. How much do things cost? Democracy- voting, the school council and government. My rights. Who looks out for me (calling 999, who to talk to at school). Helping others and the environment- first aid and conservation. Revisit goals.</p>	<p>Health and wellbeing.</p> <p>Overview of the term. Comfortable vs. uncomfortable feelings. Hand washing and showering. The importance of sleep, mindfulness and relaxation. Exam worries and techniques.</p>

### UPPER JUNIORS :PSHEE

Year Group	Michaelmas Term	Lent Term	Summer Term
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Upper Juniors	Relationships.  Introduction to PSHEE and class rules. Coping with Covid. Getting to know each other. Types of families (including Bruern) and being a good friend. Conflict resolution. Dealing with anger. Bullying. Online relationships and self-esteem. Individual difference and protected characteristics. Challenging stereotypes.	The wider world.  Overview of the term, our environmental impact and goal setting. Budgeting and finance. Democracy and voting. UNCROC and my rights. How laws are made. Supporting others- student led project.	Health and wellbeing.  Overview of the term. Emotions and feelings. Exercise and diet. Dental hygiene. The importance of sleep. Mindfulness and relaxation. Exam worries and techniques.

## LONG TERM PLANNING

Subject: Religious Studies

Year group/class: Year 6

Teacher : Miss Mason

	Michaelmas Term 2022		Lent Term 2023		Summer Term 2023	
Topic/Theme	<i>Introduction to Islam</i>		<i>Religion and the environment</i>		<i>Who was Jesus?</i>	
	1	2	1	2	1	1

<b>Aims</b>	5 pillars Mosque Belief in God Ramadan The Prophet	Ramadan Islamic rituals of prayer Prayer mat design	Religion and the Environment Environmental images	Greta Thunberg Religious views Planting trees/eco school Cop26	Jesus the Messiah Jesus mission Kingdom of God	Parables Miracles
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### LONG TERM PLANNING

Subject: Religion and Worldviews      Year group/class: 4/Barn  
Owls      Teacher : Ms Mason

	Michaelmas Term 2022		Lent Term 2023		Summer Term 2023	
<b>Topic/Theme</b>	<i>How is light used to show faith in religion?</i>		<i>Jesus : Man or God?</i>		<i>The origins of Sikhi faith and practice</i>	
	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

<b>Aims</b>	<p><i>Explore how and why light communicates different meanings to individuals within communities.</i></p> <p><i>To know how this helps religious believers to belong to a community</i></p>	<p><i>Light and the Christmas story.</i></p>	<p>To understand how Jesus is believed to be God</p> <p>To reflect on how looking at Jesus gives Christians their ideas about what God is like</p>	<p>To explore how this idea affects the lives of believers</p> <p>To be able to discuss the views of others about Jesus</p>	<p>To understand the origins of Sikhi</p> <p>To know the importance of Guru Nanak</p>	<p>To understand the rules a Sikh may follow</p> <p>to know what a Gurdara is and know how it is used.</p>
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Appendix ii

### **L6 : LONG TERM PLANNING - PSHEE**

Year Group	Michaelmas Term	Lent Term	Summer Term
<b>L6</b>	<p>Relationships.</p> <p>Introduction to PSHEE and class rules. Coping with Covid. Getting to know each other. Types of relationships-relating to self-esteem. Characteristics of a healthy relationship. Types of legal partnership, what makes a stable relationship and support services. Tolerance and respect, appropriate language and protected characteristics. Peer pressure. Online relationships (sharing pictures, curation of online</p>	<p>The wider world.</p> <p>Overview of the term, our environmental impact and persuasive posters. Finance and budgeting (to include tax/ national insurance, loans, interest gambling etc.). How the UK is governed. Democracy and voting. Career path exploration.</p>	<p>Health and wellbeing.</p> <p>Overview of the term. Study and revision skills. Sleep. Combating stress. Personal hygiene.</p>

	profiles and self-esteem). Body image, media and self-esteem.			
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U6 Science planning. Week 4, Sex Education –

WEEK 4

**Activities** – Frank discussion. (Chatham House rules – all questions are acceptable and relevant within age appropriate reason) use of anatomical charts and diagrams / internet clips, puberty video / anonymous survey to assess prior knowledge / Assignment Sheet.

**Skills (examination and PSHEE extension)** - To have a well-grounded knowledge of the reproductive system (Male and Female) and reproductive process, including types of contraception. Knowledge of puberty. understanding of relative differences in individual's knowledge of sex and consideration of different levels of knowledge during the teaching of the topic. The reason for contraception, sexually transmitted disease (including oral sex) including HIV and AIDS (link to virus / Bacteria teaching) increase in recent years, age of consent, and importance of individuals view on abortion and the explanation that abortion and termination should not be viewed as contraception. Emergence of sexual feelings and the understanding of personal 'time'. The use of pornography and the dangers of creating a 'movie' image of sex and sexual partners. The danger of social media and predatory interest from others. The dangers of 'peer on peer' pressure to use social media as an image sharing platform (nudes)

**Focus** that sex should be seen as a consensual act that does not include the dominance of one party

Awareness of LGBTQ+ and the equal validity of same sex relationships. Serious discussion – laughing absolutely permitted

**L6 BLUE / L6 GREEN / L6 BRONZE / L6SAND - SCIENCE: LONG TERM PLANNING**

Year Group	Michaelmas Term		Lent Term		Summer Term	
<b>L6 Blue</b>	<b>Biology</b> - Cells, - Types of Cells, - Binary Fission - Microscope, - Life processes, - Human Organs,	<b>Biology</b> - Sexual reproduction in flowering plants, - The variety of materials - Human sexual Reproduction	<b>Chemistry</b> - Periodic table, - States of matter, - Compounds and mixtures, - Separation	<b>Chemistry</b> - Materials from the ground, - Properties of metals and non-metals,	<b>Physics</b> - Particle Theory, - Circuits, - Magnets and electromagnets, - Speed, - Forces and movement, - Springs,	<b>Physics</b> - Exam week. - 3 Branches of science: An overview.

	<ul style="list-style-type: none"> <li>- Composition of Air</li> <li>- Digestion,</li> <li>- Circulation,</li> <li>- Human Health,</li> <li>- Respiration,</li> <li>- Microbes</li> <li>- Human life cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Photosynthesis,</li> <li>- Classification and the 5 kingdoms,</li> <li>- Food chains and webs,</li> <li>- Habitats,</li> <li>- Adaptations,</li> <li>- Population size,</li> <li>- Protecting living things,</li> </ul>	<ul style="list-style-type: none"> <li>g mixtures,</li> <li>- Acids and alkalis,</li> <li>- Solvents and Solutions</li> <li>- Physical change</li> <li>- Chemical change</li> <li>- Elements</li> </ul>	<ul style="list-style-type: none"> <li>- Bunsen Burners,</li> <li>- Oxidation,</li> <li>- Everyday chemical reactions,</li> <li>- Oxidation,</li> <li>- Reactivity series,</li> <li>- The Air,</li> <li>- Water,</li> <li>- The effects of fossil fuels</li> </ul>	<ul style="list-style-type: none"> <li>- Friction and resistance,</li> <li>- Stopping distances,</li> <li>- Pressure,</li> <li>- Density,</li> <li>- Light and sound,</li> <li>- Refraction,</li> <li>- Hearing,</li> <li>- Solar System,</li> <li>- Gravity and the sun,</li> <li>- The movement of the Earth,</li> <li>- Satellites,</li> <li>- Energy resources,</li> <li>- Generating electricity,</li> </ul>	
<b>L6 Green</b>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>- Cells,</li> <li>- Types of Cells,</li> <li>- Binary Fission</li> <li>- Microscope,</li> <li>- Life processes,</li> <li>- Human Organs,</li> <li>- Composition of Air</li> <li>- Digestion,</li> <li>- Circulation,</li> <li>- Human Health,</li> <li>- Respiration,</li> <li>- Microbes</li> <li>- Human life cycle</li> </ul>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>- Sexual reproduction in flowering plants,</li> <li>- The variety of materials</li> <li>- Human sexual Reproduction</li> <li>- Photosynthesis,</li> <li>- Classification and the 5 kingdoms,</li> <li>- Food chains and webs,</li> <li>- Habitats,</li> <li>- Adaptations,</li> </ul>	<p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>- Periodic table,</li> <li>- States of matter,</li> <li>- Compounds and mixtures,</li> <li>- Separating mixtures,</li> <li>- Acids and alkalis,</li> <li>- Solvents and Solutions</li> <li>- Physical change</li> <li>- Chemical change</li> <li>- Elements</li> </ul>	<p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>- Materials from the ground,</li> <li>- Properties of metals and non-metals,</li> <li>- Bunsen Burners,</li> <li>- Oxidation,</li> <li>- Everyday chemical reactions,</li> <li>- Oxidation,</li> <li>- Reactivity series,</li> <li>- The Air,</li> <li>- Water,</li> </ul>	<p><b>Physics</b></p> <ul style="list-style-type: none"> <li>- Particle Theory,</li> <li>- Circuits,</li> <li>- Magnets and electromagnets,</li> <li>- Speed,</li> <li>- Forces and movement,</li> <li>- Springs,</li> <li>- Friction and resistance,</li> <li>- Stopping distances,</li> <li>- Pressure,</li> <li>- Density,</li> <li>- Light and sound,</li> <li>- Refraction,</li> <li>- Hearing,</li> <li>- Solar System,</li> <li>- Gravity and the sun,</li> </ul>	<p><b>Physics</b></p> <ul style="list-style-type: none"> <li>- Exam week.</li> <li>- 3 Branches of science: An overview.</li> </ul>

		<ul style="list-style-type: none"> <li>- Population size,</li> <li>- Protecting living things,</li> </ul>		<ul style="list-style-type: none"> <li>- The effects of fossil fuels</li> </ul>	<ul style="list-style-type: none"> <li>- The movement of the Earth,</li> <li>- Satellites,</li> <li>- Energy resources,</li> <li>- Generating electricity,</li> </ul>	
<b>L6 Bronze</b>	<b>Biology</b> <ul style="list-style-type: none"> <li>- Cells,</li> <li>- Types of Cells,</li> <li>- Binary Fission</li> <li>- Microscope,</li> <li>- Life processes,</li> <li>- Human Organs,</li> <li>- Composition of Air</li> <li>- Digestion,</li> <li>- Circulation,</li> <li>- Human Health,</li> <li>- Respiration,</li> <li>- Microbes</li> <li>- Human life cycle</li> </ul>	<b>Biology</b> <ul style="list-style-type: none"> <li>- Sexual reproduction in flowering plants,</li> <li>- The variety of materials</li> <li>- Human sexual Reproduction</li> <li>- Photosynthesis,</li> <li>- Classification and the 5 kingdoms,</li> <li>- Food chains and webs,</li> <li>- Habitats,</li> <li>- Adaptations,</li> <li>- Population size,</li> <li>- Protecting living things,</li> </ul>	<b>Chemistry</b> <ul style="list-style-type: none"> <li>- Periodic table,</li> <li>- States of matter,</li> <li>- Compounds and mixtures,</li> <li>- Separating mixtures,</li> <li>- Acids and alkalis,</li> <li>- Solvents and Solutions</li> <li>- Physical change</li> <li>- Chemical change</li> <li>- Elements</li> </ul>	<b>Chemistry</b> <ul style="list-style-type: none"> <li>- Materials from the ground,</li> <li>- Properties of metals and non-metals,</li> <li>- Bunsen Burners,</li> <li>- Oxidation,</li> <li>- Everyday chemical reactions,</li> <li>- Oxidation,</li> <li>- Reactivity series,</li> <li>- The Air,</li> <li>- Water,</li> <li>- The effects of fossil fuels</li> </ul>	<b>Physics</b> <ul style="list-style-type: none"> <li>- Particle Theory,</li> <li>- Circuits,</li> <li>- Magnets and electromagnets,</li> <li>- Speed,</li> <li>- Forces and movement,</li> <li>- Springs,</li> <li>- Friction and resistance,</li> <li>- Stopping distances,</li> <li>- Pressure,</li> <li>- Density,</li> <li>- Light and sound,</li> <li>- Refraction,</li> <li>- Hearing,</li> <li>- Solar System,</li> <li>- Gravity and the sun,</li> <li>- The movement of the Earth,</li> <li>- Satellites,</li> <li>- Energy resources,</li> <li>- Generating electricity,</li> </ul>	<b>Physics</b> <ul style="list-style-type: none"> <li>- Exam week.</li> <li>- 3 Branches of science: An overview.</li> </ul>
<b>L6 Sand</b>	<b>Biology</b> <ul style="list-style-type: none"> <li>- Cells,</li> <li>- Types of Cells,</li> </ul>	<b>Biology</b> <ul style="list-style-type: none"> <li>- Sexual reproduction in flowering plants,</li> </ul>	<b>Chemistry</b> <ul style="list-style-type: none"> <li>- Periodic table,</li> </ul>	<b>Chemistry</b> <ul style="list-style-type: none"> <li>- Materials from the ground,</li> </ul>	<b>Physics</b> <ul style="list-style-type: none"> <li>- Particle Theory,</li> <li>- Circuits,</li> </ul>	<b>Physics</b> <ul style="list-style-type: none"> <li>- Exam week.</li> <li>- 3 Branches of science: An overview.</li> </ul>



	<ul style="list-style-type: none"> <li>- Binary Fission</li> <li>- Microscope,</li> <li>- Life processes,</li> <li>- Human Organs,</li> <li>- Composition of Air</li> <li>- Digestion,</li> <li>- Circulation,</li> <li>- Human Health,</li> <li>- Respiration,</li> <li>- Microbes</li> <li>- Human life cycle</li> </ul>	<ul style="list-style-type: none"> <li>- The variety of materials</li> <li>- Human sexual Reproduction</li> <li>- Photosynthesis,</li> <li>- Classification and the 5 kingdoms,</li> <li>- Food chains and webs,</li> <li>- Habitats,</li> <li>- Adaptations,</li> <li>- Population size,</li> <li>- Protecting living things,</li> </ul>	<ul style="list-style-type: none"> <li>- States of matter,</li> <li>- Compounds and mixtures,</li> <li>- Separating mixtures,</li> <li>- Acids and alkalis,</li> <li>- Solvents and Solutions</li> <li>- Physical change</li> <li>- Chemical change</li> <li>- Elements</li> </ul>	<ul style="list-style-type: none"> <li>- Properties of metals and non-metals,</li> <li>- Bunsen Burners,</li> <li>- Oxidation,</li> <li>- Everyday chemical reactions,</li> <li>- Oxidation,</li> <li>- Reactivity series,</li> <li>- The Air,</li> <li>- Water,</li> <li>- The effects of fossil fuels</li> </ul>	<ul style="list-style-type: none"> <li>- Magnets and electromagnets,</li> <li>- Speed,</li> <li>- Forces and movement,</li> <li>- Springs,</li> <li>- Friction and resistance,</li> <li>- Stopping distances,</li> <li>- Pressure,</li> <li>- Density,</li> <li>- Light and sound,</li> <li>- Refraction,</li> <li>- Hearing,</li> <li>- Solar System,</li> <li>- Gravity and the sun,</li> <li>- The movement of the Earth,</li> <li>- Satellites,</li> <li>- Energy resources,</li> <li>- Generating electricity,</li> </ul>	
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Appendix iii

Senior school RSE/ PSHE programme