

ME, MYSELF & I

(Relationships, Sex, Personal, Social and Health Education (RSPSHE) Policy)

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Approved by (Name, date, signature)

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Executive Board Chair, David Kreyling
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Omnia Foundation website

ME, MYSELF & I POLICY

MISSION

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

Aims of the policy

- To underpin the entire culture and ethos of the foundation
- To provide guidance and information on our approach to students' personal development through the RSE (Relationships and Sex Education) and PSHE (Personal, Social and Health Education) curricula
- To ensure that staff, students and home settings have a full understanding of the foundation's approach to the RSE and PSHE curricula
- To ensure that our students develop into well-informed, responsible, caring and thoughtful beings who respect and value the feelings, opinions, beliefs and property of others.
- To support our students in developing a holistic understanding of themselves and how their bodies and minds work together towards strengthening their own health and wellbeing and as a result help them to establish healthy and meaningful relationships with others
- To help our students feel good about themselves and others
- To encourage our students to cooperate with one another and with adults
- To work alongside home settings to encourage our students to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society
- To provide an age-appropriate, developmentally appropriate and carefully sequenced RSPSHE curriculum which equips students with the knowledge and skills they need before they encounter situations in which these may be required.
- To ensure that RSPSHE is accessible to all students, including those with special educational needs and disabilities (SEND), and is adapted appropriately to individual need without limiting students' entitlement to a broad and ambitious curriculum.
- To equip students to recognise, prevent and report abuse, exploitation and harmful behaviours, both online and offline.
- To ensure that students understand their rights and responsibilities and know how, where and from whom they can seek help and support.

This policy should be read in conjunction with all other foundation policies as it forms the basis of the foundation culture. Everything we do starts with Me, Myself & I.

Statutory Framework

Omnia Foundation is an independent special school providing secondary education. The Foundation provides Personal, Social, Health and Economic Education (PSHE) in accordance with the Education (Independent School Standards) Regulations 2014 and Relationships and Sex Education (RSE) in accordance with statutory requirements.

In developing and reviewing this policy, the Foundation has regard to the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (July 2025).

Our RSPSHE curriculum also contributes to the Foundation's duties in relation to safeguarding, equality, spiritual, moral, social and cultural development and preparing students for the opportunities, responsibilities and experiences of life in British society.

Rationale for the policy

Our policy is rooted firmly in Maslow's Hierarchy of Need (see Appendix I). We believe that a person will only be able to reach their potential if their needs are fully met and where they are not, this can lead to dysfunction and issues with emotional and mental well-being which then limit or prohibit achievement and the establishment of meaningful, healthy relationships.

Therefore, we place "Me, Myself & I" at the very centre of everything we do. We have a wholly person-centred approach to life at the Foundation, where each and every individual has the right and freedom to learn about themselves and others at every level and at every opportunity. Our approach is fully integrated, using a variety of different strategies, teaching techniques and resources to ensure that our students receive the best possible provision with them at the very heart.

Our approach is preventative as well as responsive. Learning is carefully sequenced so that students develop the knowledge, understanding and skills required to recognise and navigate relationships, risks and experiences before they encounter them wherever possible. Content is revisited and developed over time according to students' age, stage of development and individual needs.

Respect and Safety

The concepts of respect and safety are central to life at the Omnia Foundation. We strongly encourage the students to respect themselves and each other and to keep themselves and each other safe at all times with specific link to boundaries, consent, harassment, sexual violence, abuse, exploitation, coercive/controlling behaviour and online harms. This underpins every aspect of the day, from how to socialise during lunchtimes and break times to how to walk around the site.

Through RSPSHE, students are taught explicitly about personal boundaries, privacy, consent, respectful relationships and behaviours which are unacceptable or unsafe. This includes age and developmentally appropriate teaching about harassment, sexual harassment and sexual violence, abuse, grooming and exploitation, coercive and controlling behaviour and harmful behaviours online. Students are taught how to recognise concerns within their own or others' relationships, how to respond safely and how to seek help from a trusted adult or appropriate service.



The Core Values

The Core Values of the foundation underpin all aspects of life here. We believe that if students can live out the values they will grow and mature into responsible, mature young people, confidently able to manage their thoughts and feelings. The Core Values are as follows:

Open-minded

*Key concepts - clarity * trust * change*

When we are open-minded, we promote a culture of openness and honesty, where we tackle difficult conversations and accept constructive criticism. We help to create an environment of trust, where all people are treated fairly and equally and where we can be relied upon to follow through with our commitments to others. We recognise and promote a culture where change is good and reflects progress and where we are adaptable and positive when faced with periods of transition.

- To signpost to referral pathways and other means of support
- To provide information, guidance and support for all schools (available on Essex Schools InfoLink)

Motivated

*Key concepts - passionate * purposeful * pride*

When we are motivated, we actively promote the ethos of our organisation, one in which we share positivity and demonstrate genuine commitment. We continually strive to create an environment where every member of the foundation can be at their most effective and where we each take ownership and responsibility for ourselves and everything we do. We support others to ensure that we are all working towards the same goals, taking pride in our contribution to the foundation community.

Noble

*Key concepts - credibility * relationships * team*

When we are noble, we are admired by others and our opinions are sought because we are good role models, taking a considered and thoughtful approach with all members of the community. We lead by example and build strong relationships across the foundation, being approachable, friendly and doing all we can to build trust with others. We actively engage in foundation life, working collaboratively, always listening to new ideas and considering the impact of our actions on others.

Independent

*Key concepts - brave * self-aware * decisive*

When we are independent, we make and carry through informed decisions, are willing to take a stand even in the face of resistance and take accountability when things go wrong. We understand and manage how other people see us, proactively seeking personal development and we are able to minimise the impact of our responses and reactions on others. We have the best interests of the foundation at heart when we make decisions, thinking things through clearly and having a clear rationale before we act.

Achievers

*Key concepts - solutions focused * innovative * results focused*

As achievers, we are recognised by others as being able to see things from different points of view, remaining objective and positive in the face of challenge. We promote and contribute to a culture where people feel empowered to challenge the status quo and share new ideas that we are willing to support and develop. We continually review and evaluate our own progress, demonstrating the belief that anything can be achieved and trying and trying again until everything that can be done is done.

Mind

Our young people's emotional and mental well-being are at the forefront of everything we do. As outlined above, much of the development around this comes through the foundation's core values: Open-minded, Motivated, Noble, Independent, Achievers. These underpin all aspects of life at the foundation, including attitudes to self-development and successful engagement. Our belief is that if young people aspire to these values, they will grow up to be well balanced, well-adjusted individuals. The Core Values are therefore woven through the entire fabric of the foundation community.

Some aspects of development in this area are delivered through the human and social areas of experience. This would include tolerance of other faiths and understanding of other social issues such as racism, homophobia and gender equality, protected characteristics covered by the Equality Act 2010 (see also the foundation's Diversity and Equality Policy available on the website). Many opportunities to develop cultural awareness involve discussion and debate and this is often the forum for topical social issues to be discussed. Issues around social injustice may be delivered through opportunities to develop a persuasive argument or participate in a debate and the foundation events calendar also considers religious festivals and other multi-cultural events such as black history month. Home settings which originate in cultural backgrounds other than white British are warmly encouraged to share their cultural heritage and this may include, for example, celebrating the end of Ramadan or Hindu festivals.

The development of emotional regulation is driven through a programme called "Zones of Regulation" and again this is woven through all aspects of foundation life, including our Values Framework (see Appendix II). This is delivered through a range of approaches which may include lessons as a whole hub, as a group or as individuals, depending on need. All provision for emotional regulation is highly tailored and delivered when appropriate either by a member of the hub team or the emotional wellbeing team. Occasionally the Head of Foundation, members of the Senior Leadership Team or senior member of the emotional wellbeing team may become involved with therapeutic internal restorative work for identified students.

Opportunities for learning about and understanding emotions, actions, reactions, stress responses and how to manage them are provided through a planned and carefully sequenced RSPSHE curriculum. This planned curriculum is supplemented by responsive teaching and 'teachable moments' when they arise. We recognise that, for our students, revisiting learning at a point when it is personally meaningful can strengthen understanding; however, responsive teaching does not replace students' entitlement to a comprehensive and sequenced curriculum.

Where appropriate, learning may be revisited or reinforced individually, within a hub, through therapeutic provision or alongside home settings. This enables us to respond to individual need whilst maintaining clear curriculum expectations and progression for all students.

A variety of programmes, strategies and resources are used as and when appropriate including but not limited to Thrive, comic strip conversations, social situations, SMART thinking, ABC thinking, PDMA (Personal Development through Martial Arts), B-Mindful, mindfulness and cognitive behavioural therapy techniques. The foundation is also a member of the PSHE Association which provides a wealth of information and resources to support staff in their planning for these aspects of learning.

We have a dedicated wellbeing team, who, under the direction of the Head of Therapeutic Provision, provide a range of programmes for students and their home settings, including but not limited to friendship groups, transition programmes and challenge management support for families. The team consists of Emotional Wellbeing Coordinators, each attached to a hub, a Senior Emotional Wellbeing Coordinator and a counsellor.

We believe that for development in this area to be as effective and meaningful as possible teaching approaches need to be flexible, adaptable and timely and that messages must be consistent across everything we do. All members of the community, including home settings, board members and visitors, are expected to be good role models for the foundation values.

All resources used to support RSPSHE are selected and reviewed by the Foundation to ensure that they are appropriate to the age, developmental stage and individual needs of our students. Resources and programmes support, rather than determine, the curriculum and responsibility for the content taught remains with the Foundation.

Body

Aspects of the curriculum involving how the human body works, for example, breathing, reproduction, healthy eating and the importance of physical activity are taught through scientific and physical experience.

This is largely knowledge-based and students are taught correct terminology for all body parts, internal and external. This includes the correct vocabulary for genitalia: we believe it is important for young people to know how to describe their body correctly as this gives them confidence in owning and respecting their bodies and the bodies of others.

From a safeguarding perspective, it is vital that young people are aware of appropriate, inappropriate and unsafe physical contact, their right to establish their own boundaries and their responsibility to respect the boundaries of others. Many of our students are vulnerable to Child Sexual Exploitation and we take our responsibility in this regard very seriously indeed.

From a safeguarding perspective, it is vital that students are aware of appropriate, inappropriate and unsafe physical contact, their right to establish their own boundaries and their responsibility to respect the boundaries of others. Many of our students may be particularly vulnerable to abuse, grooming or exploitation and we take our responsibility in this regard very seriously. Teaching in this area reflects current statutory safeguarding guidance and should be read alongside the Foundation's Safeguarding and Child Protection Policy.

Students are taught that abuse, harassment and exploitation are never acceptable and are supported to develop the language, confidence and knowledge necessary to recognise concerns, report them and seek support.

These matters are addressed from the onset of a student's time at the foundation and ensures that they gain confidence and self-assurance as they grow and mature. It also minimises embarrassment as they go through life and ensures that they are aware of how to discuss and identify potential medical issues as adults, for example, lumps or rashes which may appear on their bodies.

Students are also taught, at an appropriate age and developmental stage, about puberty and the physical and emotional changes associated with growing up; menstrual health and the menstrual cycle; reproductive and sexual health; fertility; and menopause. Teaching is factual, inclusive and sensitive and seeks to ensure that students understand both their own health and the experiences and health needs of others.

Relationships

Supporting young people to form healthy, meaningful relationships across a variety of contexts is a high priority for us as a foundation. Many of the strategies and approaches outlined in the previous paragraphs will support the students in developing respect, tolerance, empathy and boundaries in a range of situations which will ultimately enable them to strengthen their relationships in whichever area of their life they happen to be. We are confident that the skills they learn through our approach at the Omnia Foundation will help them understand and accept the many challenges that they will face in their relationships throughout their lives.

We are aware that in our ever-changing society, the structure of a home context will be different for each young person and that some students may, for example, reside in different households from week to week. We work closely with all our home settings to ensure that the relationship between the foundation and home context is strong and stable and facilitates open and honest discussion of the young person's needs. We actively promote understanding and tolerance of different home contexts, which, whilst they may not be represented in our own immediate community, will almost certainly be encountered in the wider world. Safeguarding also forms an integral part of our work in this field and relationships between students and staff are strong and built on trust so that our young people know that they can report any concerns they have to any member of staff.

The foundation's Rights & Responsibilities Policy and Anti-bullying Policy give a detailed outline of what is expected of the students among their peers and within their friendship groups or individual friendships.

The Foundation's e-Safety Policy provides further guidance for students, staff and home settings in relation to online activity. Online safety and online relationships also form an explicit part of the RSPSHE curriculum.

Students are taught that the same expectations regarding respect, consent, boundaries and behaviour apply online as they do offline. Teaching includes, where age and developmentally appropriate, privacy and personal information; online relationships; harmful content and contact; grooming and exploitation; pressure to share images or information; the creation, sharing and potential permanence of sexual or intimate images; pornography and its potential to present a distorted representation of sexual relationships and behaviour; and how to report concerns and seek support.

Teaching also develops students' digital and media literacy, including their understanding that online information and images may be manipulated or misleading and that personal information can be collected, shared and used by online services.

External agencies, including the police and other appropriate organisations, may supplement the Foundation's planned curriculum where their expertise provides additional value.

Relationships and Sex Education (RSE) forms a planned and carefully sequenced part of the Foundation's RSPSHE curriculum. Relevant aspects are also reinforced through other areas of the curriculum, including science, but the Foundation recognises that statutory secondary RSE extends beyond the scientific aspects of reproduction.

RSE is taught in an age-appropriate and developmentally appropriate manner and builds upon students' previous knowledge and understanding. Teaching includes healthy and respectful relationships, boundaries, consent, sexual pressure and coercion, intimate relationships, contraception, sexually transmitted infections, pregnancy and reproductive health, sexual health services and how to access appropriate advice and support.

Students are taught that they have choices about whether and when to enter intimate or sexual relationships and are supported to develop the confidence and skills required to resist pressure and to recognise that they must never pressure another person. Teaching is factual, non-judgemental and focused upon enabling students to make safe and informed decisions.

This confidence and self-respect will enable them as they mature to recognise and report anything with which they are unhappy but will also enable them to form meaningful, healthy relationships with clear boundaries as they become adults. It is equally important that they develop a clear awareness of how their actions can impact on others and in some cases be misinterpreted if intentions are unclear.

We believe that it is important for our students to have open and honest communication around their sexual health, in line with our value of open-mindedness.

External professionals and organisations may be used to supplement the Foundation's RSPSHE curriculum where they can provide appropriate specialist knowledge or experience. The Foundation remains responsible for the curriculum and for ensuring that any external provision is appropriate for the age, developmental stage and needs of students.

Content and resources are agreed with the Foundation in advance and appropriate safeguarding arrangements are followed. External provision supplements rather than replaces teaching by Foundation staff.

Students with Special Educational Needs and Disabilities

All students at Omnia Foundation have identified special educational needs and the Foundation recognises that some students may be particularly vulnerable to abuse, exploitation, coercion, harmful relationships or misunderstanding social and relationship cues.

RSPSHE is therefore adapted to ensure that content is accessible and meaningful to individual students. Adaptations may take account of cognition and learning, communication and interaction, sensory needs, emotional development, previous experiences and individual vulnerabilities.

Approaches may include pre-teaching, repetition and revisiting of key concepts, visual resources, concrete examples, social situations, smaller group teaching, individual teaching and therapeutic support where appropriate.

Adaptation does not mean automatically reducing curriculum expectations or removing important content. All students are entitled to the knowledge and skills they need to develop healthy relationships, make informed decisions, recognise risk and keep themselves and others safe.

Parents, Carers and Home Settings

The Foundation recognises parents, carers and home settings as important partners in students' personal, social and relationship education.

Parents and carers are consulted when this policy is developed and reviewed and are provided with information about the Foundation's approach to RSPSHE. The policy is published on the Foundation website and is available free of charge on request.

The Foundation is transparent about the content and resources used within RSPSHE. Parents and carers may request to view curriculum materials and will be provided with appropriate information about planned sex education content in advance. Where the Foundation identifies a need to respond to an emerging safeguarding or wellbeing issue which requires significant additional or different RSPSHE content from that set out within the planned curriculum, parents and carers will be informed where appropriate.

We encourage open communication between the Foundation and home settings and will support parents and carers, where appropriate, to continue conversations about relationships, safety, health and wellbeing at home.

Parents' Right to Request Withdrawal from Sex Education

Parents and carers have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE.

There is no right to withdraw a student from Relationships Education or from content which forms part of the science curriculum.

Where a parent or carer requests withdrawal from sex education, the Head of Foundation will discuss the request with them and, where appropriate, with the student. This discussion will enable the Foundation to understand the reasons for the request, explain the nature and purpose of the curriculum and discuss the potential benefits of participation and any potential effects of withdrawal.

In secondary education, a request will ordinarily be granted except in exceptional circumstances, which may include circumstances relating to a student's specific vulnerability or safeguarding needs. The discussion and outcome will be appropriately recorded.

Where a student is withdrawn from sex education, the Foundation will provide appropriate and purposeful education during the period of withdrawal.

From three terms before a student turns 16, the student may choose to receive sex education notwithstanding a previous parental request for withdrawal. Students will be made aware of this right.

Monitoring and Evaluation

The Senior Leadership Team is responsible for monitoring the quality, coverage and effectiveness of RSPSHE across the Foundation.

Monitoring will consider the implementation and sequencing of the planned curriculum, students' developing knowledge and understanding, student voice, feedback from parents and carers, staff feedback and relevant themes arising through safeguarding and pastoral systems.

Safeguarding information may inform curriculum planning where patterns or emerging risks indicate that particular knowledge or skills need to be strengthened. Individual safeguarding information will not be used in a way which identifies or exposes individual students within curriculum teaching.

The curriculum will remain responsive to the changing needs of our students and wider developments affecting children and young people whilst maintaining clear curriculum progression and statutory coverage.

This policy will be reviewed annually by the Senior Leadership Team and approved by the Executive Board. Parents and carers will be appropriately engaged in the review of the policy.

Appendix I - Maslow's Hierarchy of Need



Maslow's hierarchy of needs

Appendix II – Values Framework

We are ...		Developing the values	Embedding the values	Living the values
OPEN-MINDED	DELIVERS CLARITY	Is respectfully direct and honest at all levels Asks questions and explores more deeply in the event of lack of understanding	Tackles difficult conversations and accepts constructive criticism	Promotes a culture of openness and honesty
	DEMONSTRATES TRUST	Trusts others to do what they say will Is dependable and reliable and always follows through with commitments to others	Treats people fairly and equally	Helps to create an environment of trust
	EMBRACES CHANGE	Unafraid to try something new and encourages others to take a positive outlook when faced with change Is prepared to be flexible and can adapt to changing situations	Understands that people deal with change differently and adapts their responses and reactions effectively	Recognises and promotes a culture where change is good and means progress
MOTIVATED	PASSIONATE	Demonstrates they love what they do Demonstrates genuine commitment	Has a positive outlook and shares this with others	Actively promotes the organisation
	WORKS			
	SMART	Works with a sense of purpose, making sure that everything they do counts Takes ownership of and responsibility for workload, prioritising and planning accordingly	Ensures that every hub/foundation member knows their purpose for that day/week/month/term	Continually strives to create the best environment for the hub/foundation to be at their most effective
NOBLE	QUALITY DRIVEN	Takes pride in their own work and strives to achieve the highest standard Takes responsibility for own work and rectifies errors as quickly as possible	Recognises the risk to standards and acts appropriately without apportioning blame	Supports others to ensure that the whole hub/ foundation can meet standards
	CREDIBLE	Is fair and takes a considered and thoughtful approach with all members of the foundation community Is honest and respectfully says it how it is	Is able to be trusted and is a good role model for others	Is liked and admired and their opinions sought by other members of the foundation
	RELATIONSHIP BUILDER			
	TEAM PLAYER	Approachable and friendly to others and cooperates and with and supports others Does all they can to build trust with everyone in the foundation and wider community	Works collaboratively with all and understands the importance of supportive relationships	Leads by example on the importance and impact of building strong relationships across the foundation
		Always considers the impact of their actions on the hub/foundation Is willing to listen to new ideas	Fixes divisions in the hub/foundation quickly and with consideration	Demonstrates team work by participating in activities across the foundation and works collaboratively with others
INDEPENDENT	BRAVE	Willing to take a stand and act on own principles even in the face of resistance Unafraid to take accountability when things go wrong	Willing to admit areas of personal/ hub/whole foundation development	Makes and carries through decisions even if they are unpopular, difficult or controversial
	SELF-AWARE			
	DECISIVE	Able to manage emotions and impact of mood appropriately Aware of own responses and reactions and can minimise impact on others	Proactively seeks personal development	Understands and manages how others perceive them
ACHIEVERS	SOLUTIONS FOCUSED	Thinks through the impact of decisions before making them Thinks clearly in difficult situations	Is able to back-up decisions with a clear rationale	Always considers the wider context of the hub/ foundation when making tough decisions
	INNOVATIVE	Demonstrates a positive attitude towards a challenge Focuses on improvement, identifying gaps and working on solutions	Can maintain their own position in a situation and remain objective	Is recognised by others as being able to see situations from a number of points of view
	RESULTS FOCUSED	Is prepared to be flexible and can adapt to changing situations Challenges the status quo in a healthy way	Enjoys new ideas and is willing to support and develop them	Promotes an open culture where people feel empowered to try new things and share new ideas
		Takes action to resolve problems and fulfil own responsibilities Will try and try again until everything that can be done is done	Demonstrates the belief that anything can be achieved as long as the effort is invested	Continually reviews and evaluates personal progress and that of the organisation

Appendix III – Statutory RSPSHE Curriculum Coverage

The Foundation's RSPSHE curriculum has been mapped against the statutory secondary Relationships and Sex Education requirements contained within the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (July 2025).

Statutory content is delivered through the planned Me, Myself & I curriculum and, where appropriate, reinforced through science, therapeutic provision, experiential learning and wider Foundation life.

Curriculum coverage is carefully sequenced and revisited so that students develop increasingly sophisticated knowledge and understanding as they progress through the Foundation.

DfE curriculum area	Students are taught about	Main Me, Myself & I curriculum link
Families	Different types of committed and stable relationships; marriage and civil partnership; the legal status of relationships; the fact that 'common-law marriage' does not provide the same legal status; forced marriage and the legal age of marriage; how families and relationships may change; parenting and raising children; recognising unsafe family relationships and seeking help.	Managing Relationships / Preparing for Adult Life
Respectful Relationships	Characteristics of healthy relationships including respect, trust, honesty, kindness, loyalty, privacy and boundaries; managing conflict; recognising unhealthy relationships; stereotypes and prejudice; bullying and harassment; equality and protected characteristics; respectful behaviour towards others.	Managing Relationships / Bullying & Exploitation / Community & Responsibility
Consent and Boundaries	How to recognise, communicate and respect personal boundaries and consent; that consent can be given, withheld or withdrawn; that kindness and care require more than simply obtaining consent; resisting pressure from others and avoiding pressuring others; consent within online and offline relationships.	Personal Safety / Managing Relationships
Abusive and Harmful Relationships	Recognising abusive, coercive or controlling behaviour; domestic abuse; stalking; sexual harassment and sexual violence; harmful sexual behaviour; grooming and exploitation; how to recognise when a relationship is unsafe and how to seek help for themselves or another person.	Bullying & Exploitation / Personal Safety / Managing Relationships
Online Relationships and Behaviour	Respectful behaviour online; how online relationships differ from face-to-face relationships; privacy and personal information; online grooming and exploitation; online harassment, stalking and coercive behaviour; recognising harmful contact and knowing how and where to report concerns.	Online Safety / Managing Relationships
Sexual Images and Sextortion	The risks and law relating to creating, requesting, sharing and possessing sexual images; youth-produced sexual imagery; what to do if an image has been shared; online sexual abuse and harassment; grooming; scams involving sexual content and sextortion; how to seek help without fear of getting into trouble.	Online Safety / Personal Safety / Bullying & Exploitation
AI, Deepfakes and Emerging Technology	AI-generated content and sexual imagery; how deepfake photographs and videos may be created and used maliciously; recognising manipulated content; the risks associated with AI chatbots, including fake intimacy or harmful advice; critically evaluating emerging technologies.	Online Safety / Community & Responsibility

Pornography and Harmful Online Content	That pornography can present a distorted picture of people, relationships and sexual behaviour; its potential impact upon expectations, attitudes and behaviour; misogynistic or violent content; harmful content which promotes violence, weapons, self-harm or suicide; how to report harmful material and seek support	Online Safety / Managing Relationships / Personal Safety
Digital and Media Literacy	Misinformation and disinformation; conspiracy theories; targeted advertising; algorithms and the collection and commercial use of personal data; online scams and fraud; critically evaluating information and sources; how social media can escalate conflict.	Online Safety / Community & Responsibility
Intimate and Sexual Relationships	Characteristics of healthy intimate relationships; choices about whether and when to enter intimate or sexual relationships; sexual pressure; the law relating to sexual activity; sexual consent and the capacity to give, withhold and withdraw consent; recognising harmful sexual behaviours.	Managing Relationships / Personal Safety
Sexual and Reproductive Health	Contraceptive choices and their effectiveness; safer sex; sexually transmitted infections including HIV; testing and treatment; PrEP and PEP; pregnancy and the available choices, including parenting, adoption and abortion; accessing medically accurate and confidential sexual and reproductive health information, advice and treatment.	Managing Relationships / Preparing for Adult Life / Body
Equality and Protected Characteristics	Equality and respect; the Equality Act 2010; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation; challenging discrimination, prejudice and stereotypes.	Community & Responsibility / Managing Relationships
The Law	Relevant law concerning marriage and civil partnerships; forced marriage; consent and age of consent; domestic abuse; stalking; rape and sexual offences; FGM; sexual harassment and exploitation; pornography; online behaviours and sexual imagery; protected characteristics; drugs, alcohol, smoking and vaping; gambling; weapons; hate crime; criminal exploitation; extremism and radicalisation; age of criminal responsibility; medical consent and parental responsibility.	Community & Responsibility / Personal Safety / Bullying & Exploitation / Preparing for Adult Life
Grooming, Criminal Exploitation and Community Safety	Grooming and exploitation into criminal activity; gangs and county lines; drugs and weapons; recognising unsafe situations and relationships; personal safety in public spaces; assessing who and what can be trusted; seeking help and reporting concerns.	Bullying & Exploitation / Personal Safety / Community & Responsibility
Mental Wellbeing	Recognising and communicating emotions; normal emotional responses; loneliness and social connection; anxiety and depression; strategies for wellbeing and coping with challenges; recognising when feelings or behaviours require additional support; where and how to seek help.	Mind / Managing Relationships / Community & Responsibility
Self-harm and Suicide Prevention	Age, stage and developmentally appropriate learning which supports students to recognise when they or someone else may need help; isolation, loneliness and bullying; seeking help from trusted adults. Direct teaching about self-harm or suicide is only undertaken where appropriate, using suitable resources, appropriately trained staff and specialist advice.	Mind / Personal Safety

Online Wellbeing	Healthy use of technology; excessive screen time; online and offline relationships; social comparison and body image; curated online identities; harmful online behaviours; online gambling and gambling-like gaming; misinformation; harmful content and accessing support.	Online Safety / Mind
Physical Health and Fitness	Characteristics and benefits of a healthy and active lifestyle; links between physical activity, physical health and mental wellbeing; risks associated with inactivity; developing healthy routines.	Body / Physical Provision
Healthy Eating	Maintaining a healthy diet; relationships with food; health consequences associated with poor diet; healthy weight; links between diet, physical health and wellbeing.	Body / Preparing for Adult Life
Drugs, Alcohol, Tobacco and Vaping	Legal and illegal drugs; physical and psychological risks; synthetic drugs and illicit substances; alcohol and personal safety; drink spiking; prescribed and over-the-counter medicine misuse; smoking; vaping; nicotine addiction and nicotine products; how substance use can interact with mental health and sexual risk-taking.	Personal Safety / Body / Preparing for Adult Life
Health Protection and Healthcare	Personal hygiene and infection; antibiotics; dental health; self-care and the role of pharmacies; recognising changes in physical health; self-examination and screening; accessing appropriate healthcare and taking increasing responsibility for personal health.	Body / Preparing for Adult Life
Puberty and Developing Bodies	Physical and emotional changes during adolescence; the human lifecycle and puberty; correct anatomical terminology; privacy and bodily boundaries; menstruation and the menstrual cycle; reproductive health.	Body / Personal Safety
Personal Safety	Recognising hazards and assessing risk; safety around roads, railways and water; personal safety in the community and public spaces; responding appropriately to unsafe situations and knowing when and how to seek help.	Personal Safety / Community & Responsibility
Basic First Aid and Emergencies	How to contact emergency services clearly and effectively; the importance of reporting emergencies rather than filming them; basic first aid and responding to common injuries and ailments.	Personal Safety / Preparing for Adult Life
Preparing for Adult Life	Independent decision-making; accessing health and support services; healthy adult relationships; parenting and family responsibilities; personal and community safety; financial and digital awareness; understanding legal rights and responsibilities; making informed choices as students move towards adulthood.	Preparing for Adult Life / Community & Responsibility

Appendix IV – Me, Myself & I Topic Overview

Autumn I	Autumn II	Spring I	Spring II	Summer	Summer II
Personal Safety	Online Safety	Bullying & Exploitation	Managing Relationships	Community & Responsibility	Preparing for Adult Life
• Personal safety (risk management) • Making safe & healthy	• Online presence & reputation; online choices & influences; online relationships • Digital & media literacy (https://echo-breaking-news.com/blog/media-literacy-vs-digital-literacy/)	• Resisting peer influence • Bullying • Gangs & violent crime	• Managing conflict & friendship challenges • Relationship boundaries & healthy relationships; expectations & values; • Unwanted contact/consent; identifying & responding to abuse & harassment • Sexting	• Rights in the community • FGM & forced marriage – nature of committed relationships • LGBT + inclusivity • Diversity, equality + discrimination; stereotypes & prejudice • Extremism	• Preparing for adult life • Money management; financial decisions; saving & borrowing; gambling, financial choices & debt; fraud & cybercrime

Curriculum Sequencing and Progression

The Me, Myself & I curriculum operates as a spiral curriculum. The themes below are revisited as students progress through the Foundation, with knowledge, concepts and skills becoming increasingly sophisticated according to age, developmental stage, individual need and previous learning.

The curriculum is not dependent solely upon chronological age. Teachers use knowledge of students' starting points, EHCPs and individual needs to ensure that teaching is appropriately adapted whilst maintaining ambitious expectations and ensuring entitlement to statutory curriculum content.

Responsive teaching and teachable moments may supplement this planned sequence but do not replace the planned curriculum.

CAREERS & EMPLOYABILITY - ongoing

- Preparation for and reflection on work experience
- Aspirations for the future
- Aligning actions with goals
- Career choices
- Sources of careers advice
- Skills for employment
- Applying for employment
- Employability
- Qualifications options

Please refer to the Future Possibilities Policy for further details on careers education.