

# Relationships and Sex Education Policy (from 2021)



*'We do not focus on what we are but who we are as distinct persons created in the image of God'*

# Holy Trinity Catholic School

## 1. Our mission

At Holy Trinity Catholic School, we promote personal wellbeing and development through a comprehensive Personal and Social Development (PSD) programme which fosters the spiritual, moral, cultural, mental and physical development of pupils at the school. It is our mission, as a Catholic school to provide a holistic education that seeks to develop the whole person thus preparing young people for the opportunities, responsibilities and experiences of adult life.

Relationships and sex education (RSHE) is delivered as part of the PSD programme and aims to provide pupils with the knowledge, understanding, attitudes and skills to live safe, healthy and productive lives so that they can flourish and meet their full potential. Our delivery of RSHE is a fundamental part of what we do to safeguard our young people.

At Holy Trinity, we are fully committed to equality and our curriculum is built upon the foundation of tolerance, love, respect and mutual understanding. We are respectful to all religious points of view. Our inclusive ethos is underpinned by the shared principle of: ***We do not focus on 'what we are' but 'who we are'***. Our faith-based education works in unison with our RSHE programme to promote this through all aspects of teaching and learning.

Our teaching of RSHE is underpinned by our school ethos and values; all lessons are delivered in a safe learning environment where sensitive discussions can take place and pupils are supported to develop feelings of self-respect, confidence and empathy. RSHE aims to create a positive culture around issues of sexuality and relationships within a faith-based context.

## 2. Statutory requirements

- Revised statutory guidance from the Department for Education (DfE) states that from September 2020, **all** schools must deliver RSHE to pupils.
- As a Catholic School, Holy Trinity is required to deliver RSHE in accordance with the teaching of the Church. This approach is compatible with the guidance issued by the DfE.

### 2a. Requirements of legislation and directives from the Bishops' Conference

*'The principal purpose of Catholic education is the formation of disciples of Jesus Christ. This is expressed in the Church's Declaration on Catholic Education, which states: "A Christian education ... has as its principal purpose this goal: that the baptized, while they are gradually introduced to the knowledge of the mystery of salvation, become ever more aware of the gift of faith they have received and that they learn in addition how to worship God the Father ... especially in liturgical action and be conformed in their personal lives according to the new man created in justice and holiness of truth; ... also that they develop ... to the mature measure of the fullness of Christ ... and strive for the growth of the Mystical Body; ... that they are aware of their calling, they learn not only how to bear witness to the hope that is in them ... but also how to help in*

*the Christian formation of the world that takes place when natural powers viewed in the full consideration of man redeemed by Christ contribute to the good of the whole society.”*

*‘In today’s digital age, and the dangers associated with it, the provision of high quality Catholic RSHE (Relationship, Sex and Health Education) curriculum is an essential part of our response to keep children safe. Parents are, and will always remain, the primary natural educators of their children. Catholic schools support parents in the exercise of their responsibilities in this role and they are increasingly at the forefront of dealing with the challenges which many young people face. (Bishop of Leeds, Chairman of the Catholic Education Service)’*

At Holy Trinity Catholic School we teach RSHE as outlined in this policy.

Parents have the right to withdraw their child from aspects of **sex education** which are not part of the Science curriculum. If parents wish to remove their child from aspects of sex education they must arrange an appointment with the Head teacher.

### 3. Policy Development

This policy has been developed in consultation with staff, pupils, parents and governors. The development of this policy has undergone the following steps:

- **Review**- the Assistant Headteacher of Personal Development collated all relevant local and national guidance. They consulted with the Headteacher on matters relating to Catholic Education and the Deputy Headteacher for guidance relating to Safeguarding and Keeping Children Safe in Education.
- **Training**- staff responsible for developing the RSHE curriculum have attended relevant training and have used this to inform the planning and development of the curriculum.
- **Working group**- An RSHE steering group was established and includes the Headteacher, Deputy Headteacher with responsibility for Safeguarding, Assistant Headteacher of Curriculum Development, Head of Citizen Development, Head of Religious Education, Head of Science and the Pastoral Lead.
- **Parent consultation**- parents received written consultation and were invited to a virtual parent meeting on **Thursday 27<sup>th</sup> May 2021, prior to roll out of the programme in September 2021. Parent consultations will take place annually to account for new intakes and new admissions to school.**
- **Pupil voice**- we investigated what pupils would like from their PSD and RSHE lessons and have used this feedback to inform the planning the curriculum
- **Teaching staff**- regular meetings and CPD have been calendared throughout the year
- **Ratification**- once amendments were made the policy was shared with governors and ratified
- **Website updated with the policy and stakeholders notified**
- **The policy also underpins our work around Rights Respecting School and our recent accreditation of Silver**
- The policy is a working document and will be reviewed formally every 6 months

### 4. Definition

RSHE is about the emotional, social and cultural development of pupils, and it involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

At Holy Trinity Catholic School RSHE will involve sharing information, and exploring issues and values in a safe and respectful learning environment. The curriculum will be delivered within a faith-based context. Love and mutual respect will be at the core of all lessons.

As a Catholic school we aim to provide young people with a positive view of human sexuality and dignity of the whole person; equipping them with the ability to make safe and practical judgements.

### ***We aim to...***

- help young people come to an understanding of themselves and others as fully human.
- enable pupils to learn what the Church teaches and build bonds of trust and communication with each other
- increase pupils' understanding of their physical and emotional development
- promote ways in which young people can examine contemporary stereotypes of masculine and feminine behaviour and assume responsibility for their actions
- build teachers' subject knowledge and confidence in supporting the development of young people
- help pupils develop the confidence and skills to discern messages in the media and the positive and negative effects of peer pressure, enabling them to make decisions about how to act in accordance with their own beliefs and values
- support the personal, moral and social development of all pupils, ensuring that they have the ability to accept their own and others' sexuality in positive ways and to enjoy relationships based upon mutual respect, dignity and responsibility free from any abuse
- Adopt a zero tolerance on peer to peer abuse
- Pupils will be taught about the risks of using the internet and online relationships

**RSHE is not about promoting sexual activity.**

## **5. Role and responsibilities**

- The teaching of RSHE is coordinated by the Senior Leadership Team, Head of Citizen Development, Head of RE and Head of Science.
- The pastoral team including the Behaviour Leaders, Heads of Year, tutors, SEND department and support staff will also be involved in key aspects of the programme's delivery.
- The school nurse and medical lead are also to support individual needs.
- We also work in partnership with external agencies such as Barnardo's, Precious lives, Loud-Mouth, Tapestry and West Midlands Police who provide bespoke inputs throughout the year.
- Our parents will also play a key role in the development of the programme through ongoing consultation and parent workshops.
- Staff are responsible for ensuring that lessons are delivered in a sensitive way and that they model positive attitudes towards RSHE. Staff must monitor pupils as outlined in the marking and assessment policy set out in Appendix 3. Staff should respond to the needs of individual pupils.
- Staff do not have the right to opt out of teaching RSHE. Any staff who have concerns are encouraged to speak to the member of SLT with responsibility for Personal Development or the Head teacher. Colleagues would then receive support to equip them with necessary skills and confidence to teach RSHE.

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Class rules and expectations are delivered and made clear in the introductory lesson of PSD.

## 6. The Curriculum

- Our school takes the teaching of RSHE seriously and has ensured that it is an integrated as part of our broad and balanced curriculum. All year groups are taught a discreet hour of PSD per week, RSHE is delivered during this time and in RE and Science lessons. Curriculum maps for each year group are set out in **Appendix 1**.
- RSHE focuses on providing pupils with the information needed to develop healthy, nurturing relationships including:
  - Families
  - Friendships
  - Online and media
  - Intimate and sexual relationships- including staying safe, consent, the law and sexual health
- These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- Leaders of the PSD programme have worked closely with the RE and Science department to carefully map topics that are shared across the curriculum.
- Our curriculum is pupil centred. We will ensure that it meets the needs of our pupils by taking into account our school and local context, parental views and the information we receive from the pastoral team.
- The programme is planned by the Head of Citizen development who is an experienced teacher of RE and PSHE. We use the ***PSHE Association and Life to the full 'Ten: Ten'*** resources to aid in the planning and delivery of RSHE lessons.
- The RSHE curriculum has been designed to be sensitive to the needs of the individual pupil. Staff recognise that each class will have pupils from different backgrounds, beliefs and experiences. Staff are supported by the Head of Citizen Development and members of the SLT team, if they have any concerns or need support delivering sensitive content.
- RSHE is an integral part of pupil growth and development and cannot be neglected if our school is to fulfil its statutory obligation.

### a. Intent

#### ***The curriculum aims to...***

- be holistic – encompassing all aspects of the pupil – mind/body/soul so as to engender growth in self-respect and self-worth, recognising that each of us is created in the image of God
- be integrated into the curriculum
- explore the meaning and values of life, and give appreciation of the values of family life
- emphasise the Christian belief in the Sanctity of Human Life
- be taught with a close partnership between school and home

- enable pupils to have an understanding that love is central and the basis of meaningful relationships
- enable pupils to have some understanding of themselves, their own bodies, their emotional development
- encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves
- enable pupils to reflect on their own relationships and recognise the qualities that help relationships to grow and develop positively
- have some understanding of and to give sensitive consideration to the beliefs, values and culture of others
- provide a forum where pupils can share their concerns and offer a climate of support where they know they will be listened to sensitively
- teach facts and correct misinformation
- enable pupils to recognise the importance of the choices they make and that they are responsible for the decisions they take.
- help with careful consideration of family planning
- help pupils resist peer, social and media pressures where necessary
- help pupils develop their critical faculties and be aware of the values conveyed by the media in relation to self-image and sexuality
- operate a zero tolerance to child on child abuse
- promote the 'Rights of the Child' - recently been accredited Silver as part of the Rights Respecting School programme
- ensure that pupils understand what is meant by 'safe' and 'appropriate relationships'
- ensure that pupils know what to do if they have a concern or are at risk

#### b. Monitoring and evaluation

- Regular meetings and CPD opportunities are calendared throughout the year.
- The curriculum has been developed through training provided by the Local Authority and Tudor Grange Academy. A full list of the training completed is set in **Appendix 2**.
- Resources are planned and stored on SharePoint to ensure that pupils are receiving consistent and high-quality inputs. Staff are expected to differentiate their lessons to ensure that they are suitable for the ability and needs of the class they teach.
- A curriculum audit has been completed to identify links between other curriculum areas such as Science, RE, PE, Citizenship and humanities.
- RSHE and PSD will be monitored as part of the whole schools Quality Assurance through learning walks, book trawls and pupils voice.

#### c. Assessment

- Pupils will be assessed through teacher and self-assessment.
- An ipsative assessment model will be used, enabling pupils to measure their performance against their own starting points. We will be adapting the Personal Learning and Thinking Skills which were introduced to school through the Next Generation citizenship project. The PSD assessment policy is set out in **Appendix 3**.
- Pupils will be assessed using pass, merit and distinction. This will be recorded by teachers and reported home.

#### d. Equal opportunities

Issue relating to equal opportunities will be discussed and developed as appropriate and in the teaching of safe and healthy relationships.

e. SEND

Pupils with special educational needs will be considered in the planning and delivery of the curriculum. Teachers will need to assess whether:

- Resources/ activities need to be adapted to meet the needs of the pupil
- More/ less time is needed for a given topic
- Knowledge/ skills may need to be revisited in different contexts
- A pupil is at the right developmental stage to be taught a topic, despite their age

7. Safeguarding

- Staff are aware that the teaching of RSHE may lead to the disclosure of a child protection issue. Staff must consult with the designated safeguard Lead (Jo Daw) or the Head teacher (Colin Crehan).
- Any external agencies which support the delivery of RSHE must be approved by Jo Daw.
- Pupils must be supervised by staff at all time when taking part in a workshop or assembly provided by an external agency.

Approved by: \_\_\_\_\_

Last reviewed on: \_\_\_\_\_

Next review due by: \_\_\_\_\_

## Appendix 1

PSD Curriculum Map 2022 - 2023



	<b>Autumn 1</b> 05/09/2022 – 21/10/2022 (7 weeks)	<b>Autumn 2</b> 31/10/2022 – 16/12/2022 (7 weeks)	<b>Spring 1</b> 03/01/2023 – 17/02/2023 (7 weeks)	<b>Spring 2</b> 27/02/2023 – 31/03/2023 (5 weeks)	<b>Summer 1</b> 17/04/2023 – 26/05/2023 (6 weeks)	<b>Summer 2</b> 05/06/2023 – 25/07/2023 (7 weeks)
<b>Living in the Wider World</b> <b>Health and Wellbeing</b> <b>Relationships</b>	L1 Introduction to PSD <b>Transition and Safety:</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations:</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity, prejudice and bullying:</b> Diversity, prejudice, and bullying	<b>Building relationships:</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decisions:</b> Saving, borrowing, budgeting and making financial choices	<b>Health and puberty:</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM
Year 8	L1 Introduction to PSD <b>Drugs and alcohol:</b> Alcohol and drug misuse and pressures relating to drug use.	<b>Digital literacy:</b> Online safety, digital literacy, media reliability, and gambling hooks	<b>Discrimination:</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing:</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships:</b> Gender identity, sexual orientation, consent, 'sexting'. (An introduction to contraception will be delivered in Year 9)	<b>Community and careers:</b> Equality of opportunity in careers and life choices, and different types and patterns of work
Year 9	L1 Introduction to PSD <b>Healthy lifestyle:</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Respectful relationships:</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Setting goals:</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Employability skills:</b> Employability and online presence	<b>Peer influence, substance use and gangs:</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Intimate relationships:</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Year 10	L1 Introduction to PSD <b>Mental health:</b> Mental health and ill health, stigma, safeguarding health,	<b>Healthy relationships:</b> Relationships and sex expectations, myths, pleasure	<b>Exploring influence:</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation:</b> Communities, belonging and	<b>Financial decision making:</b> The impact of financial decisions, debt,	A 6 week block has been left for Computer Science input for Year 10 at KS4.



	including during periods of transition or change	and challenges, including the impact of the media and online sexual images.		challenging extremism	gambling and the impact of advertising on financial choices	
Year 11	L1 Introduction to PSD <b>Next steps:</b> Application processes, and skills for further education, employment and career progression	<b>Building for the future:</b> Self-efficacy, stress management, and future opportunities	<b>Communication in relationships:</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. <b>Families:</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	<b>Independence:</b> Responsible health choices, and safety in independent contexts	A 6 week block has been left for Computer Science input for Year 11 at KS4.	Pupils will have left school after their GCSEs.

## Appendix 2

### Training completed by RWragg (Head of Citizen Development)

#### **Child Bereavement UK:**

Secondary Bereavement Awareness Training – 1<sup>st</sup> June 2020

#### **Tudor Grange Academy:**

Secondary RSHE Training – 12<sup>th</sup> January 2021 – 16<sup>th</sup> March 2021

#### **Birmingham Education:**

Youth Violence Webinar – 28<sup>th</sup> January 2021

#### **Lana Gaskin and Ayisha Ali:**

Secondary/ Post 16 RSHE Curriculum – 3<sup>rd</sup> February 2021

#### **Helen Carver:**

Gang Violence Birmingham – 4<sup>th</sup> February 2021

#### **Birmingham City Council:**

Teaching about controversial issues in Secondary school - 4<sup>th</sup> May 2021

#### **The National College:**

Online safety in schools – 21<sup>st</sup> April 2021 ( This was whole school)

Ratified by Governors 20<sup>th</sup> October 2022

**Tam Oulton-Doris:**

Active Listening Training - 29<sup>th</sup> April 2021 – 13<sup>th</sup> July 2021

**City & Guilds:**

YGAM Gambling and Gaming Awareness Education Programme – 1<sup>st</sup> September 2021

## Appendix 3



### PSD Assessment policy

#### Why do we assess in PSD and what does the PSHE Association say about assessment?

- "Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision."

PSHE Association (2020). Programme of Study for PSHE Education Key Stages 1-5. Available at: [PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020 1.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/Programme-of-Study-for-PSHE-Education-Key-stages-1-5-Jan-2020-1.pdf) (Accessed: 30/07/2021)

In this policy, the 'teacher' refers to the PSD class teacher who is responsible for their own class.



The form is titled 'PSD Knowledge Reflection Sheet' and includes a 'Topic:' field. It contains several sections: 'My next step for this half term is...', 'Baseline: What do I already know about this new topic? Date:', 'End-point review: What do I know now? Date:', three columns for 'My behaviour in PSD this half term was:', 'My effort in PSD this half term was:', and 'the presentation of my work in PSD this half term was:', each with a row of five smiley faces; 'WWW this half term: (Which areas have you excelled in this half term and why?)' with a green checkmark icon; and 'EBI this half term: (Which areas could you work on for next half term and how?)' with a red pencil icon.

**PSD Knowledge Reflection Sheet – this will be printed on pink paper (Referred TWICE during the half term)**

At the start of each half term pupils are to be given a pink 'PSD Knowledge Reflection Sheet'.

The 'PSD Knowledge Reflection Sheet' is to be stuck flat into pupils' books and indicates that a new topic has started.

**Baseline:** At the beginning of each topic pupils will write what they already know about the topic in the 'Baseline' box. Pupils will also write the date when they completed this. The PSD teacher uses this information to inform them on the class' prior knowledge, and the support and challenge required by pupils for this half term.

For Autumn Term 2 – Summer Term 2 pupils will also write what their Next Step is for that Half Term. This is based on the teacher feedback from the Yellow Skills sheet from the previous term.

**End-Point Review:** On the last lesson (or otherwise stated on the weekly-overview) of each half term, pupils will then complete the 'End-point review' box in **green pen**. Pupils will also write the date when they completed this to show what they have learnt since the start of the topic. Pupils will also circle the relevant face for behaviour, effort and presentation in **green pen** and complete their WWW and EBI in **green pen**.

At this point, the teacher will then mark pupils' books (please follow the PSD Literacy and Marking policy) and check pupils' WWW/ EBI in pink pen. This can simply be in the form of a tick unless there are misconceptions or Language for Learning which need correcting.

**Teachers will then log behaviour, effort and presentation onto the BromCom PSD tracker.** This data is required for data capture for PSD and for reports.



KS4

KS4 (Years 10 – 11) PSD Skills Progress Sheet



Name: \_\_\_\_\_ Topic: \_\_\_\_\_

Personal Learning and Thinking Skill	
<b>Independent enquirer (Researcher)</b>	
<input type="checkbox"/> Distinction - I can regularly ask complex questions and set myself problems to solve as well as in a personal activity.	
<input type="checkbox"/> Merit - I have independently researched a topic and weighed up the pros and cons of the research.	
<input type="checkbox"/> Pass - I can use research to understand different people have different views and values and how this has an effect on a situation.	
<b>Creative Thinker (Thinking outside the box)</b>	
<input type="checkbox"/> Distinction - I can confidently try out a range of ideas, learning styles and thinking tools to solve a problem, especially in a familiar setting.	
<input type="checkbox"/> Merit - I can regularly and confidently ask questions and think about how different ideas would work.	
<input type="checkbox"/> Pass - I can confidently question my own beliefs and ideas and understand why others might not share my view.	
<b>Reflective Learner</b>	
<input type="checkbox"/> Distinction - I can regularly assess my own/friends work in detail and can identify clear areas for improvement and areas of good work.	
<input type="checkbox"/> Merit - I seek the feedback of others and respond very positively to criticism and setbacks in a wide range of situations.	
<input type="checkbox"/> Pass - I value the feedback of others so I know how to improve my work. I can handle praise and criticism in settings I am comfortable in, but less so in unfamiliar settings.	
<b>Team Worker</b>	
<input type="checkbox"/> Distinction - I have successfully adapted to different roles across familiar and unfamiliar situations.	
<input type="checkbox"/> Merit - I can take more responsibility in group tasks and have taken the lead role at times. I am one of the regular contributors in class.	
<input type="checkbox"/> Pass - I can take part in discussions and help the group come to an agreement in familiar settings and in some unfamiliar settings.	
<b>Self-Manager (Organisation and self-awareness)</b>	
<input type="checkbox"/> Distinction - I can successfully and independently produce my best work within a deadline. I can show initiative and do not stop until I am satisfied with my efforts.	
<input type="checkbox"/> Merit - I can predict problems and deal with them across a wide range of different situations.	
<input type="checkbox"/> Pass - I can plan for a wide range of tasks outlining a list of jobs that need completing in priority order.	
<b>Effective Participant (Finding solutions and acting upon them)</b>	
<input type="checkbox"/> Distinction - I can independently and confidently create a persuasive case for action for a wide range of familiar and unfamiliar topics.	
<input type="checkbox"/> Merit - I can confidently and equitably balance a wide range of views to come up with a workable solution in lots of situations. I am developing good negotiation skills.	
<input type="checkbox"/> Pass - I can represent other people's views and put their case forward even if it differs from my own.	
<b>Overall grade</b>	<b>Teacher feedback</b>
<input type="checkbox"/> Distinction <input type="checkbox"/> Merit <input type="checkbox"/> Pass	<b>Progress</b> Please see the Highlighted Personal, Learning and Thinking Skills.
<b>Next Steps</b>	<b>You can achieve this next step by...</b>
<input type="checkbox"/> Independent Enquirer <input type="checkbox"/> Creative Thinker <input type="checkbox"/> Reflective Learner <input type="checkbox"/> Team Worker <input type="checkbox"/> Self-Manager <input type="checkbox"/> Effective Participant	_____ _____ _____ _____

**Yellow – KS3 and KS4 PSD Skills Progress Sheet – this will be printed on yellow paper**

**(Used by the teacher ONCE each half-term for the End-Point Review)**

There is a KS3 sheet for Year 7 – 9 and a KS4 sheet for Year 10- 11. The class teacher will complete a sheet for each pupil.

When the window opens for this sheet to be completed (please see weekly overview), teachers use pink pen to tick the relevant grade, a pupil has achieved that half-term for each skill.

Teachers highlight in pink the part of the grade description, where pupils have excelled. This highlighting will be teacher feedback on pupils' progress.

The teacher then gives an overall grade. This is a 'best fits all' approach based on the grades given for the PLT skills.

E.g. If a pupil has 3 Passes, 2 Merits and 1 Distinctions the overall grade would be a Merit.

Teachers then tick the relevant Next Step pupils needs to achieve, and write a specific action which a pupil can do for next half-term in pink pen.

Pupils to use this Next Step for their new pink 'PSD Knowledge Reflection Sheet'

The 'PSD Skills Progress Sheet' is to be stuck flat in pupils' books and indicates that the topic has been completed. This must be stuck down before the new pink PSD Knowledge Reflection Sheet for the new half-term.

**Teachers to log the overall grade onto the BromCom PSD tracker.** This data is required for data capture for PSD and for reports.