



POLICY: Relationships and Sex Education Policy

STATUTORY: Yes

DATE AGREED: 16 June 2021

REVIEW DATE: June 2022

RESPONSIBLE MEMBER OF STAFF: Anthony Bees

GOVERNOR COMMITTEE: Personnel and Welfare Committee

SIGNED HEADTEACHER: Andy Evans

SIGNED CHAIR OF GOVERNORS: Lucy Potter



RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Introduction

This policy (V3.0) replaces the 'Relationships and Sex Education (RSE)' policy (V2.0).

This policy covers John Masefield High School (JMHS)'s whole-school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

JMHS believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. The subject content is age appropriate and developmentally appropriate. It is taught sensitively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies:

Anti-bullying

Behaviour

Equalities and Diversity

Child Protection and Safeguarding (including Peer on Peer Abuse)

Equality, inclusion and social justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. An inclusive RSE at JMHS will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Definition of relationships and sex education

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity (starting with key workshop in Year 7, and built upon in each following year) and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.
- recognise peer on peer abuse and sexual exploitation
- respect the diversity and equality of our communities

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject content

The curriculum programme is developed by Anthony Bees, Lead PSHE teacher, in conjunction with the views of teachers, pupils and parents. At JMHS, we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. Our scheme of work is detailed in 'The PSHE Curriculum' which is available on the JMHS website (parents section) and in the appendix below.

RSE will be delivered at JMHS as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach. For full details of the delivery mechanisms, please see the curriculum document (below), but delivery is through a combination of Year-Leader (DSL)-led workshops, enhanced delivery by the science faculty and through more traditional methods through form tutors during designated PSHE lessons and assemblies / external workshops / extra-curricular / cross-curricular opportunities. The subject leader will work closely with colleagues in related curriculum areas (science, computing, PE and citizenship) to ensure a holistic and joined up approach to what is taught in RSE. We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as learning opportunities explored in school assemblies, through art and drama, school celebrations and

events. RSE will address aspects of relationships and sex in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education. The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE

All staff who have responsibility for delivering RSE will receive a range of training / updates / INSET as appropriate to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content. The science faculty include PSHE as part of their regular INSET / CPD programme and Year Leaders delivering the most sensitive topics as part of the workshop programme are all Designated Safeguarding Leader trained receiving regular training.

Monitoring

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. This policy will be reviewed by the school's leadership team in conjunction with the subject leader and Governors on a regular basis.

If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated. The School's Leadership Team monitors the implementation of the programme through:

- Lesson observations
- Planning scrutiny
- Looking at samples of pupils' work
- Analysing pupil attendance in lessons

Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by pupils (for example, using pupil interviews, questionnaires/ surveys, focus groups or using pupil question boxes.)
- Scrutiny of pupil assessment records
- Sampling pupil work and portfolios
- Herefordshire-wide safeguarding survey programme

Assessment

Assessment is in line with the JMHS assessment policy for modules which are delivered through the Science faculty. More specifically At KS3 students complete weekly assessed homework tasks based around key RSE knowledge and skills from the science curriculum. These tasks are multiple choice 20-mark assessments, designed to be accessible for all

students. Students also complete an end of term assessment of all knowledge (including RSE), that includes longer answer questions.

At KS4 students complete an end of topic assessment of past exam questions. A significant amount of RSE content taught in KS4 is also examined in the GCSE specification for Science. Self-examination, sexual pressure and choice to delay are not part of the GCSE specification and are assessed through reflective activities. Each module is assessed through a short test for understanding. Further holistic assessment takes place electronically through on-line surveys and quizzes.

There is no formal end of year test in PSHE. A JM Level is not reported for PSHE.

Pupil Voice

Pupil voice is central to the culture and ethos of JMHS. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted, with focus on current key issues (e.g. LGBTQ+ identity).

Answering pupils questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. JMHS staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Working with parents/carers

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school. Our RSE policy has been developed through consulting parents and carers. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Parents' evenings
- Inductions to the school

- Welcome packs
- Sharing copies of the policy in face-to-face meetings and/ or through emails
- Letters to parents/carers giving information about when RSE will be delivered and when certain classes (including classes that involve sex education) will take place
- The school website

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will have a designated time for them to come into the school. We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Parental right to request their child be excused from sex education

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE. Parents/carers do not have a right to withdraw their child from Relationships Education, or any sex education or Health delivered as part of the normal Science curriculum. As JMHS delivers enhanced Science modules with extra RSE and Health elements, this is quite complex – contact Anthony Bees, PSHE lead, for further guidance or if there are any concerns or queries.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to. Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Working with visitors and external agencies

From time-to-time JMHS may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy. We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.

- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Safeguarding and child protection

JMHS acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse. We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures. We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While JMHS wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At JMHS we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Statement by the Governing Body

In adopting this policy, the Governing Body recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way the ensures that the school fulfils its legal obligations.

Signed: Lucy Potter
Chair of Governors

Signed: Andy Evans
Headteacher

Date: 16/06/21

Date: 16/06/21

Policy reviewed and amended by Anthony Bees April 2021
Due for review June 2022

John Masefield High School and Sixth Form Centre
Registered Office: Mabel's Furlong, Ledbury, Herefordshire HR8 2HF
Registered in England and Wales
Company Number: 07631985
An exempt charity

Appendix – PSHE Curriculum Document

PSHE at JMHS

Intent

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

At JMHS, our guiding principles are that all subject content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Students are supported to develop their understanding of key areas of Health (statutory from September 2020), Relationships and Sex (statutory from September 2020), Careers and Skills and many other areas to keep them safe and well-prepared for life through a study of a broad range of topics.

All students are provided with PSHE education via several different mechanisms, including bespoke workshops delivered by Designated Safeguard Leader-trained) senior pastoral staff (e.g. Year Leader or SLT member – 6 workshops per year), tutor delivery (weekly), specialist delivery through the Science faculty (9 modules), assemblies, guest visitors, remote / on-line learning, topical (weekly picture news resource) opportunities, literacy / class reading PSHE texts (Year 7-10) and cross-curricular activities. Students will have opportunities to develop literacy, language and vocabulary through PSHE themes. This rich diet of delivery ensures that a comprehensive package of PSHE learning is enjoyed by all students.

Students are given regular opportunities to share their views and to consider the views of others. Students are encouraged to challenge ideas in a respectful and considered manner and will be expected to appreciate that diversity of opinion enriches understanding.

Consideration is given to the local context, where issues such as drugs and county lines are particular risks in rural settings such as Ledbury, and therefore given even more comprehensive coverage (see curriculum map for Years 9, 10 and 11).

How PSHE at JMHS builds on the National Curriculum. Examples include:

Develop pupils' understanding of Relationships and Sex Education (RSE) and Health

The statutory components of RSE and Health are explored through the different delivery mechanisms (see the curriculum map below), but as an example, the technical areas are delivered via science specialists over the course of 9 units of work (5 x Health, 4 x Sexual Health) so that expertise in these vital areas is assured in the delivery. The technical aspects of drugs are covered in unit 3 of health, including types of drugs, the effect on the body, the mental health aspects etc, building upon prior knowledge of the effects of smoking and alcohol developed in previous health units of work. Further PSHE focus on drugs is then developed through specific workshops delivered by DSL-trained senior staff in Year 9 (Drugs, Crime and Debt), Year 10 (Drugs, CSE and County Lines) and Year 11 (Alcohol, Drugs and Sex). With assemblies in Year 9/11 on 'Drugs in Rural Settings', there is a comprehensive package which goes above and beyond the statutory requirements, ensuring students at JMHS are as well-prepared and informed as possible to make good decisions in leading a healthy life.

Pupils should use and apply their knowledge and understanding to present reasoned arguments and take informed action.

The various mechanisms of PSHE delivery afford students a variety of ways to apply their new knowledge and demonstrate their understanding. Students are challenged to use the knowledge acquired within some sessions to add to that which they may already know, to develop reasoned arguments. Students are required to actively listen to the ideas of others and develop skills of challenge and response in a supportive environment.

Students should be equipped with the skills to think critically

Students have plenty of opportunities to think critically and debate issues. Many sessions involve scenarios where there is not necessarily a 'right' answer, just challenging debate to be had. Assessments will form part of the technical elements of Health and Relationships and Sex Education (Science) and more holistic assessment is achieved electronically (through surveys etc)

Support for students in PSHE includes strategies such as:

Delivery through Science Faculty in sets, so lower ability groups supported as normal with smaller group sizes, TA support where possible and appropriately differentiated work.

Delivery via workshop (Year Leader/SLT) normally through core lesson groupings, so differentiated with smaller group sizes, TA support where possible and appropriately differentiated work. Year Leaders will also be strategic here in targeting SEN students in follow-up group work where possible.

Targeted support for identified students as first priority, potentially through extra or targeted workshops with DSL-trained senior teachers, or targeted groups from outside visitors (e.g. SELFIE – targeted workshops from the West Mercia Sexual Health team)

Writing frames/sentence starters or other written scaffolding devices – although much of the delivery in PSHE will minimise writing as a barrier to learning.

Positive peer seating so that students are well supported by effective peer role models.

Using JMHS strategy guides to produce tailored strategies to meet the needs of the most vulnerable students.

Provision of pre learning to take place in tutor time or at home with support, or via the SENDCo provision.

Literacy comprehension checks to embed key vocabulary.

Regular praise and encouragement.

Challenge for students in PSHE include strategies such as:

Application of concepts to additional scenarios. Developing links between a range of areas.
Challenging established arguments and being asked to argue for views different to their own.
Developing links with other curricular areas to deepen understanding. Developing ideas and supporting evidence in greater depth. Leading peer sessions to support and deepen understanding.
Producing complex answers using challenging vocabulary.

Assessment in PSHE

Assessment is in line with the JMHS assessment policy for those 9 modules which are delivered through the Science faculty. More specifically At KS3 students complete weekly assessed homework tasks based around the key knowledge from the science curriculum, (this includes the content from the PSHE curriculum mentioned above). These tasks are multiple choice 20-mark assessments, designed to be accessible for all students. Students also complete an end of term assessment of all knowledge (including PSHE), that includes longer answer questions.

At KS4 students complete an end of topic assessment of past exam questions. The majority of PSHE content taught in KS4 is also examined in the GCSE specification for Science. Self-examination, sexual pressure and choice to delay are not part of the GCSE specification and are assessed through reflective activities. Each module is assessed through a short test for understanding. Further holistic assessment takes place electronically through on-line surveys and quizzes.

There is no formal end of year test in PSHE. A JM Level is not reported for PSHE.

***Note – this curriculum is subject to constant review and improvement**

Year 7 PSHE Overview

PSHE Pastoral Workshops x 6	Science	Tutor Reading Sessions (x 38) and Topical PSHE Weekly Picture News Resource (x 38) and Tutor PSHE Lessons (x 30)	Year assemblies /Boot camp sessions	Cross curricular (All subjects)
1 Bullying - Understanding and responding to bullies	1 Sexual Health unit 1. Changing adolescent body (puberty, menstrual well-being and implications for emotional and physical health), healthy intimate relationships, pregnancy *SEND – Science units delivered mainly in differentiated sets with appropriate support, smaller groups and differentiated work where appropriate	Class reading sessions – Autumn Term - All the things that could go wrong. All about Year 7 in school, with the following topics: bullying/ OCD/ self-esteem/ right and wrong/first impressions/family relationships Topical PSHE Weekly Picture News Resource with literacy activities. Produced and sent weekly on something topical. With British Value included. Settling in activities Introduction to Online-safety and media Healthy Relationships – family and friends. Dealing with loss and separation Mental Health introduction Careers – Introduction to START, My Records, Profile Development, Skills that I have, Skills Networking preparation and event. Stories about kids who dare to be different	Expectations / Behaviour Equalities Introduction (to fit with workshop) On-line safety (to fit with my on-line presence workshop) Mental Health Awareness	Humanities – Prevent and Extremism, prejudiced?, the rights of citizens Drama – Conflict resolution / bullying (TBC) ICT – Cyberbullying, E-safety, Sexting
2 Bullying - Peer on Peer abuse				
3 Equalities introduction				
4 My online presence - me and my phone				
5 How do we identify ourselves and what language should we use?				
6 Working at relationships / friendships (please see AB to hit curriculum criteria on friendships) *SEND – workshops delivered mainly in differentiated sets (through core lessons), with appropriate support, smaller groups and differentiated work				

Key Questions for students in Year 7

How might bullying look?

How could someone deal with bullying?

What is Peer on Peer abuse and what are the consequences?

What does 'Equalities' mean?

What does the law say?

Am I keeping myself safe on-line? What makes a good friend?

Will I be able to recognise and deal with changes to my body?

How can I increasingly take responsibility for my health?

What do we mean by 'mental health'?

How does anyone deal with loss? What skills do I already have?

Year 8 PSHE Overview

PSHE Pastoral Workshops x 6	Science	Tutor Reading Sessions (x 38) and Topical PSHE Weekly Picture News Resource (x 38) and Tutor PSHE Lessons (x 30)	Year assemblies/Boot camp sessions	Cross curricular (All subjects)
7 My perfect partner	<p>1 Health Unit 1, including healthy eating, hygiene and dental hygiene</p> <p>2 Health Unit 2, including smoking</p> <p>*SEND – Science units delivered mainly in differentiated sets with appropriate support, smaller groups and differentiated work where appropriate</p>	<p>Class reading sessions – Autumn Term – Scavengers - All about looking at society and our flaws. A boy has been kept in secret on a landfill site - kept away from society. Themes: waste/greed/abusive relationships/ignorance v knowledge</p> <p>Topical PSHE Weekly Picture News Resource with literacy activities. Produced and sent weekly on something topical. With British Value included.</p> <p>Basic First Aid including Heart Start</p> <p>Introduction to Online-safety and media</p> <p>Healthy Relationships – Consent intro (alongside workshop), Healthy Relationships and exploitation (CSE), Cyberbullying and Peer Pressure (alongside workshop)</p> <p>Sexuality, Diversity, LGBT and Race Relations</p> <p>Mental Health development</p> <p>Careers – Options and jobs using START, How to get my dream job, Checking progress against reports, Networking preparation and event.</p>	<p>Expectations / Behaviour</p> <p>Consent (to fit with workshop)</p> <p>Options / careers</p> <p>Mental Health Awareness</p> <p>Anti-smoking assembly</p> <p>Sexting and on-line safety to go with workshop</p>	<p>Maths – Money Sense TBC</p> <p>Drama – Hate Crime / Race Relations TBC</p> <p>English – Save the Children Charity Campaign</p>
8 What age can I?				
9 Consent Introduction				
10 How the media influences me				
11 Staying safe online and Sexting				
12 Peer pressure - being and loving myself				
*SEND – workshops delivered mainly in differentiated sets (through core lessons), with appropriate support, smaller groups and differentiated work				

Key Questions for students in Year 8

How might my perfect partner look?

What am I allowed to do at what age (by law)?

What is Consent?

What does the law say?

What does 'Race Relations' and 'Diversity' mean?

How much am I influenced by social media?

What does CSE stand for?

What is sexting?

How can I manage peer pressure successfully?

Why do people smoke and what are the effects?

What do we mean by 'mental health'?

What skills do I need to be able to save a life?

What should I consider when looking at option subjects?

Year 9 PSHE Overview

PSHE Pastoral Workshops x 6	Science	Tutor Reading Sessions (x 38) and Topical PSHE Weekly Picture News Resource (x 38) and Tutor PSHE Lessons (x 30)	Year assemblies/Boot camp sessions	Cross curricular (All subjects)
13 Am I ready for a sexual relationship?	<p>1 Sexual Health unit 2 to include STI's, alcohol, and drugs leading to risky sexual behaviour, how to get further advice</p> <p>2 Health Unit 3 physical activity and mental well-being to combat stress, cancer, blood/organ/stem cell donation, smoking and alcohol consumption, legal and illegal drugs, facts, mental health, include the law relating to supply / possession of illegal substances, attitudes to drugs, physical and psychological consequences of addiction (including alcohol), prescription drugs risks, Immunisation and Vaccination</p> <p>Sexual Health unit 3 to include reproductive health, contraception, choices related to pregnancy, menopause</p> <p>*SEND – Science units delivered mainly in differentiated sets with appropriate support, smaller groups and differentiated work where appropriate</p>	<p>Mental Health including healthy and unhealthy coping strategies, Dove Self Esteem and Men's Health</p> <p>Introduction to Online-safety and media</p> <p>Healthy Relationships – Including Sexting and First Time (to go alongside workshop)</p> <p>Good Citizens including consumer rights, free press, fraud and knife crime</p> <p>Careers – Apprenticeships and T-Levels, Updating START, Tracking my Progress, Networking preparation and event.</p>	<p>Expectations / Behaviour</p> <p>Mental Health Awareness – men's health?</p> <p>Drugs in rural areas – to be delivered before the workshops</p> <p>County lines intro</p>	<p>Humanities – including are religions prejudiced, arranged marriage, FGM, honour-based violence (need to check?) intolerance and hate crimes, holocaust and sectarianism</p> <p>*Need to check honour-based violence</p> <p>English – Stereotyping particularly gender and representation of women (Of Mice and Men) and Race Relations (To Kill a Mockingbird)</p>
14 Pornography impacts and dangers				
15 Drugs (cannabis and amphetamines), crime and debt				
16 Sex and mental health - anxiety and self-image				
17 Banter and harassment				
18 Age appropriate sexual behaviours				
*SEND – workshops delivered mainly in differentiated sets (through core lessons), with appropriate support, smaller groups and differentiated work				

Key Questions for students in Year 9

Am I ready for a sexual relationship?

What are the dangers of pornography?

What are the effects of different drugs?

How do I deal with sexual pressure, choosing to delay and the mental health aspects for Sex?

What does the law say about drugs?

How do drugs link to debt and crime?

When does 'banter' become 'harassment'?

What should I be 'doing' with sex at my age?

What healthy or unhealthy strategies do people use to cope with 'mental health'?

How should good citizens / consumers act?

Year 10 PSHE Overview

PSHE Pastoral Workshops x 6	Science	Tutor Reading Sessions (x 38) and Topical PSHE Weekly Picture News Resource (x 38) and Tutor PSHE Lessons (x 30)	Year assemblies/Boot camp sessions	Cross curricular (All subjects other than Science)
19 Sexual exploitation (Part 1)	1 Sexual Health unit 4 STIs, sexual pressure, choice to delay	Mental Health including new challenges, reframing negative thinking, recognising when help is needed, emotional well-being, anxiety, depression and conflict resolution Family Life – Parenting, Relationships, Marriage, Legal Status Consent – capacity to withdraw (to go alongside workshop) Extremism and Inclusion – valuing diversity, understanding and preventing extremism, radicalisation Careers – What is a NEET?, Employment in our Area, College Open Days	Expectations / Behaviour Equalities to go with homophobia workshop Post 16 / careers Sexting assembly	
20 Sexual exploitation (Part 2) and drugs including county lines	2 Health unit 4, to include stem cell donation and cancer			
21 Knife crime	3 Health unit 5, to include Healthy lifestyle, cardiovascular ill-health, immunisation and vaccination, self-examination *SEND – Science units delivered mainly in differentiated sets with appropriate support, smaller groups and differentiated work where appropriate			
22 Abusive relationships (Gaslighting and domestic abuse) to include Consent and the law (rape)				
23 Online relationships – how could it go wrong?				
24 Homophobia				
*SEND – workshops delivered mainly in differentiated sets (through core lessons), with appropriate support, smaller groups and differentiated work				

Key Questions for students in Year 10

What would it be like if my partner or I got pregnant?	What are gas-lighting and domestic abuse?	What are the effects knife crime?
Why does homophobia still exist?	What does the law say about consent/rape?	Why are drugs / alcohol linked to sexual activity?
How does addiction take over?	What family decisions will I need to take?	How does the law support modern families?
When can you withdraw consent?	What is a Neet?	What are my options post-16?

Year 11 PSHE Overview

PSHE Pastoral Workshops x 6	Science	Tutor PSHE / Citizenship / Ethics lessons (x 34) 'Big Question' ethical debates – to be developed topically Topical PSHE Weekly Picture News Resource (x 38)	Year assemblies/Boot camp sessions	Cross curricular (All subjects other than Science)
25 Mental health and exams	1 Sexual Health Unit 5 to include The menstrual cycle, contraception, menstrual well-being	Careers work – C.V./ Personal Statements / Applications The media and prevent including bias, stereotyping, persuasion, conspiracy theories and extremism Personal Finance – making money, spending money, debt and gambling Politics and Democracy including political spectrum, home and abroad and engaging citizens Human Rights and Responsibilities Ethics including pluralism, art, Brexit and the media.	Expectations / Behaviour Mental Health and Exams Post 16 / careers Drugs in rural settings and county lines	English – Homelessness and charity campaigns
26 How can we ever get racial equality?				
27 Alcohol , drugs, violence and sex				
28 Sex without intercourse				
29 On-line v Real World. Online gambling, debt, targeted advertising, being a discerning user, over-reliance on social media *SEND – workshops delivered mainly in differentiated sets (through core lessons), with appropriate support, smaller groups and differentiated work	*SEND – Science units delivered mainly in differentiated sets with appropriate support, smaller groups and differentiated work where appropriate			

Key Questions for students in Year 11

How does violence and abuse in sex getting treated by the law?

How do I manage alcohol (drugs) and sex?

How can I manage my mental health with revision / exams?

How do I manage my online persona with my real world one?

What does a really good application form / personal statement look like?

Why is Ledbury at risk from drugs / county lines?

Module Implementation

The nature of the PSHE curriculum and the complex and varied mechanisms for delivery of PSHE (through workshops, tutor sessions, Science faculty and cross-curricular work) necessitate, and is in fact enhanced by, the fact that modules are split across different year-groups and different delivery mechanisms. Therefore it is helpful to look at student's progression at each phase (roughly 3 phases per year-group)

Phase 1	Sequential knowledge checkpoints	Key Vocabulary	
Phase 1 will include the introductory (boot camp) sessions for Year 7 students, the 'settling in' activities during initial tutor time and tutor-led PSHE, the first 2 workshops delivered by the Year Leader (DSL) and assemblies throughout the first term at JMHS	<p>Students will understand the impact of bullying, know what forms bullying takes and know where to seek help with any concerns during the start of their time at JMHS.</p> <p>Students will develop understanding of how to form good relationships, and know what a good friendship, good behaviour and good relationships look like.</p>	<p>Assertive Trust Behaviour Safety Expectations</p>	<p>Relationships Empathy Peer on Peer Abuse Young Carer</p>
Phase 2	Sequential knowledge checkpoints	Key Vocabulary	
Phase 2 will include equalities work through workshops, assemblies and a unit on 'extremism' (Humanities), as well as the first 'Sexual Health' (Science) unit featuring puberty etc. It will also include an early look at ICT safety (ICT faculty and workshops).	<p>Students will recognise the dangers of extremism and know what is meant by the term, as well as the term 'equalities' and be able to identify the protected characteristics.</p> <p>Students will know the dangers that surround ICT use and start to understand how behaviour can be construed on line and the effects it has. Students will start to explore strategies to avoid or defuse conflict.</p> <p>Students will know the stages of puberty and start to develop strategies to manage feelings during this process.</p>	<p>Extremism Prevent Channel Equalities Protected characteristics Stereotype</p>	<p>Puberty Menstrual cycle Online reputations Digital footprint Safeguarding Pre-menstrual tension</p>

Phase 3	Sequential knowledge checkpoints	Key Vocabulary	
Phase 3 will include a deeper look at good relations (workshop), initial mental health awareness and an introduction to careers.	<p>Students will build on the knowledge of what a good relationship looks like (phase 1) by starting to understand behaviour moderation and gold-standard friendships / relationships</p> <p>Students will know some strategies to identify and improve mental health.</p>	Mental Health Self esteem Mindfulness Neglect Occupation	Career Profession Transferrable skills Transition Values Qualities Network Divorce Civil partnership

End Point for Year 7	<p>Students will have significant knowledge about the fundamentals of being healthy relationships, including sexual health. Students will also have knowledge about careers (early stages of careers education) and on-line safety.</p> <p>Students will know where to seek help, in school and out of school, for any problems / questions / concerns</p>
-----------------------------	--

Phase 4	Sequential knowledge checkpoints	Key Vocabulary	
<p>Phase 4 starts in Year 8 and will include workshops on intimate relationships and legal ages, the 1st and 2nd Science units on Health to include healthy eating, hygiene, dental hygiene and smoking.</p> <p>Phase 4 also includes tutor work on healthy relationships, diversity, sexuality, LGTB and exploitation.</p>	<p>Students will know some specific dangers in relationship imbalance, including Child Sexual Exploitation and will start to identify risks in certain scenarios.</p> <p>Students will know the elements of Health that they should be taking increasing responsibility for (e.g. Hygiene, Dental, Healthy Eating) as well as the effects of smoking.</p>	Exploitation Intimacy Age restrictions Homosexuality Transgender Hygiene Dental Healthy Eating	Balanced diet Nutrition Body odour Acne

Phase 5	Sequential knowledge checkpoints	Key Vocabulary	
Phase 5 will include workshops on consent and sexting and peer pressure, supported by assemblies and some tutor sessions. Further ICT safety will be explored.	Students will know the law and the basic principles of consent. Students will be able to define sexting and peer pressure and will start to understand the permanence and the dangers of inappropriate online behaviour and where to get help.	Consent Sexting Peer pressure Intimidation Phishing Scam Hoaxes	Risk assessment NSPCC MASH Childline Personal data Social media Password protection

Phase 6	Sequential knowledge checkpoints	Key Vocabulary	
Phase 6 will include Mental Health through tutor work and assemblies and students will complete Heart Start (First Aid). Equalities and careers (options) will also be explored through tutor work	Students will build on their knowledge of 'protected characteristics' from Phase 2 by starting to understand and evaluate scenarios where there has potentially been a breach of the law. Students will know the basics of First Aid including DrABC	Dependency Breach DrABC Protected characteristics Hate Crime	Prejudice Eating disorder Obesity Solvent abuse Alcoholic

End Point for Year 8	Students will be more confident in their knowledge about the fundamentals of being healthy, including sexual health, general health, mental health and relationships, including specifics such as exploitation, dependency and first aid. Students will also have an understanding of potential career paths and will have linked their option choices to their ideas about careers. Students will start to evaluate different places to seek help, in school and out of school, for any problems / questions / concerns.
-----------------------------	---

Phase 7	Sequential knowledge checkpoints	Key Vocabulary	
<p>Phase 7 at the start of Year 9 will include RSE workshops on sexual relationships, pornography, sex and mental health and age-appropriate sexual behaviour. Sexual Health Units 2 and 3 (Science) will include choice to delay, contraception, STI's and choices related to pregnancy. Tutor work will include 'First Time' and sexting. Cross curricular work will include religious prejudice, arranged marriage, FGM, honour-based violence, intolerance and hate crimes, holocaust and sectarianism</p>	<p>Students will have clearer understanding of appropriate intimate relationships, building on their understanding from phase 4 and phase 5, whilst knowing the law and dangers related to pornography.</p> <p>Students will know the law and their options / choices regarding delay and how to manage pressure related to sexual activity, whilst becoming more confident in avoiding the risks related to sexting.</p> <p>Students will know the specific dangers to mental health and how to manage contraception choices.</p>	<p>Pornography Revenge porn Contraception Barrier methods Pressure Sexting Honour crimes FGM</p>	<p>Foreplay Masturbation Oral sex Erection Night-time emission Ejaculation On line dating</p>

Phase 8	Sequential knowledge checkpoints	Key Vocabulary	
<p>Phase 8 will include a workshop on drugs, crime and debt, as well as Health 3 (Science) with exploration of drugs, the law and mental health effects. An assembly will introduce county lines. Mental health and men's health will be explored more widely through tutor work and assemblies.</p>	<p>Students will know the dangers of drugs including dependency and the effects on both physical and mental health (linking with and building upon understanding from phase 6 (smoking / alcohol related). They will know the risks of county lines.</p> <p>Students will be able to make links between drugs and crime.</p>	<p>Dependency Types of drugs County Lines Solvent abuse</p>	<p>Amphetamine Hallucinogen Depressant Legal high</p>

Phase 9	Sequential knowledge checkpoints	Key Vocabulary	
Phase 9 will include a workshop on banter and harassment. Through tutor sessions students will develop online safety work to include the influence of the media, as well as linking to some citizenship topics through Good Citizens (knife crime, fraud, consumer rights). Students will develop their knowledge of vocational career pathways.	<p>Students will understand the difference between banter and harassment and build on the knowledge from phase 2 by starting to evaluate online behaviour and the influence of the media, building knowledge of the risks attached.</p> <p>Students will know the law associated with knife crime, fraud, consumer rights and know how to keep themselves safe.</p> <p>Students will know some different career paths including T-Levels and vocational route.</p>	<p>Banter</p> <p>Harassment</p> <p>Hazing</p> <p>Trolling</p> <p>Misogynist</p> <p>Sexist</p> <p>Consumer rights</p> <p>Unethical</p>	<p>Fraud</p> <p>Extortion</p> <p>T-Levels</p> <p>Voluntary sector</p> <p>Vocation</p> <p>Confidential</p> <p>Anonymous</p> <p>Media</p>

End Point for Year 9	Students will be increasingly confident in their knowledge about the fundamentals of being healthy, including sexual health, general health, mental health and relationships, including specifics such as contraception, pornography, sexting, drugs and choices related to pregnancy. Students will start to critically evaluate different places to seek help, in school and out of school, for any problems / questions / concerns.
-----------------------------	--

Phase 10	Sequential knowledge checkpoints	Key Vocabulary	
Phase 10 will include workshops on where relationships can go wrong (abusive relationships, online tragedy, consent and sexual exploitation). Through tutor sessions students will look at positive family relationships and the diverse nature of modern family.	<p>Students will have an increasingly clear understanding of and be able to critically evaluate relationship scenarios and choices, leading to positive relationships or abuse. This will build on the understanding from phase 7.</p> <p>Students will be more confident in the law related to sexual activity and consent, including the capacity to withdraw consent and consent within relationships. This builds on the understanding from phase 7.</p>	<p>Gaslighting</p> <p>Domestic abuse</p> <p>Domestic violence</p> <p>Balance of power</p> <p>Legal status</p> <p>Exploitation</p> <p>Withdrawal of consent</p>	<p>Rape</p> <p>Sexual Assault</p> <p>Date rape</p> <p>Grooming</p> <p>County Lines</p> <p>Magistrates Court</p> <p>CEOPs</p>

Phase 11	Sequential knowledge checkpoints	Key Vocabulary
Phase 11 is crime-based, including workshops on drugs and county lines, homophobia and knife crime as well as Sexual Health (Science) in terms of STI's, sexual pleasure and choices to delay. Tutor PSHE and assemblies will develop understanding of extremism.	<p>Students will understand the links between drugs and a number of other dangers (other than to health) including crime and exploitation. This will build on the knowledge gained in phase 8.</p> <p>Students will have a more specific understanding of homophobia and extremism, building upon knowledge gained in phases 2 and 6.</p>	<p>Exploitation</p> <p>County Lines</p> <p>Homophobia</p> <p>Extremism</p> <p>Extreme views</p> <p>Propaganda</p> <p>Controversial</p>

Phase 12	Sequential knowledge checkpoints	Key Vocabulary
Phase 12 will include choices relating to pregnancy (workshop), re-framing mental health and recognising specific mental health conditions. Also includes specific careers work on employment and training (NEET) and employment in the local area.	<p>Students will understand how to reframe mental health and recognise and manage specific mental health conditions, building upon knowledge from phase 7.</p> <p>Students will be developing a clear understanding of different career paths with local context, building upon careers knowledge from phase 9.</p>	<p>NEET</p> <p>Entrepreneur</p> <p>Anxiety</p> <p>Depression</p> <p>Emergency contraception</p> <p>Abortion</p>

End Point for Year 10	Students will be really confident in their knowledge about the fundamentals of being healthy, including sexual health, general health, mental health and relationships, including specifics such as abusive relationships, exploitation and county lines. Students will be more effectively able to critically evaluate different places to seek help, in school and out of school, for any problems / questions / concerns.
------------------------------	--

Phase 13	Sequential knowledge checkpoints	Key Vocabulary	
<p>Phase 13 will include workshops on Mental Health and exams, getting racial equality, alcohol/drugs/violence/sex, and the real world v online world. It will also include specific careers work on applications / personal statements / next steps.</p> <p>Students will complete Sexual Health Unit 5 on the menstrual cycle, contraception and menstrual well-being</p>	<p>Students will have mastery-level knowledge of specific mental health strategies to help with exam pressure, whilst building upon the knowledge / understanding from phases 10 and 11 in terms of RSE safety (alcohol/drugs/violence/sex).</p> <p>Students will be able to critically evaluate the approaches taken to ensuring racial equality becomes a reality, building upon knowledge from phases 2, 6 and 11</p>	<p>NEET Anxiety Depression Sado masochism Gambling C.V.</p>	<p>Personal statement Gap Year Internship Commute Salary Benefits</p>

<h2 data-bbox="203 799 663 847">End Point for Year 11</h2>	<p>Students will be fully confident in their knowledge about the fundamentals of being healthy, including sexual health, general health, mental health and relationships, including specifics such as mental health under pressure (e.g. exams) and how to help bring about racial equality. Students will be more effectively able to critically evaluate different places to seek help, in school and out of school, for any problems / questions / concerns, and will be confident in their potential career paths and opportunities.</p>
--	--