

# Sturminster Newton High School



## PSHE/RSE Policy

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## **PSHE Curriculum Intent**

### **Intent**

It is intended that we offer a cohesive whole-school approach which enables our pupils to become healthy, independent and responsible members of society. Sturminster Newton High School is committed to providing a high quality educational experience for all pupils. Personal, Social, Health and Economic (PSHE) education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. It will help them to manage their lives, now and in the future. We aim to bring together citizenship with personal well-being, whilst promoting fundamental British values. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality and age-appropriate teaching of these topics helps prepare pupils for the opportunities, responsibilities and experiences of adult life. It also enables the school to promote the spiritual, moral, social and cultural development of pupils in line with the Christian ethos and framework of the school.

In addition to being integrated into our curriculum, ethos and SMSC, PSHE is also reflected within our school values:

- Perseverance
- Character
- Hope

### **Implementation**

Our program offers a holistic PSHE learning journey spanning the pupils' high school career, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world, tailored to feedback from students, staff and parents. This program will use a mindful approach to PSHE, bringing together Personal, Social, and Health Education, emotional intelligence, social skills, mental health and resilience development in a comprehensive scheme of learning.

PSHE is taught discretely in PSHE lessons and through tutor activities. It also underpins assemblies, educational visits and additional curriculum activities and extra-curricular clubs. PSHE education helps pupils to achieve their academic potential and leave school equipped with skills they will need throughout later life.

At SNHS, pupils are taught:

To develop the knowledge, understanding and skills they need to manage their lives now and in the future.

1. Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
2. The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
3. Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

We use the PSHE Association and DFE to inform our curriculum planning. Topics included in the programme of study fall into 3 main themes: Relationship and Sex Education, Health and Wellbeing and Living In The Wider World. The PSHE Association's guidance booklet "PSHE Association Programme of Study" (4th Edition 2020) recommends that these themes have broad overlap and flexibility to enable schools to produce schemes of work which are relevant to their own students and their experiences. SNHS will be following 6 core themes.

Theme 1 – Rights, Responsibilities and British Values

Theme 2 – Celebrating Diversity and Equality

Theme 3 – Relationship and Sex Education

Theme 4 – Staying Safe Online and Offline

Theme 5 – Health and Wellbeing

Theme 6 – Life Beyond School (Careers)

## **Impact**

A range of measures are employed to assess pupil impact. These include:

- Attendance and behaviour data
- NEET figures
- Post 16 retention figures
- The number of pupils who feel safe at school
- The number of parents/carers who feel their child is safe at school
- Students accessing services provided by/through school
- parental Surveys
  
- Curriculum Assessment

Furthermore, the impact of our PSHE program can be seen in the pupil's social interactions, after-school club attendance, school council and work with mental health champions. They demonstrate a healthy outlook towards school and this is evident in the good behaviour seen across the school.

## **RSE POLICY**

From September 2020 the Government will rename Sex and Relationships Education-Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health and wellbeing education but 'health education' is not currently covered in this policy as it does not require its own policy. Moreover, we shall be delivering Living in the Wider World as part of the PSHE provision but again this does not require an independent policy.

### **1. Vision & Objectives**

#### **Vision**

At SNHS we believe that our high-quality Relationships and Sex Education will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At SNHS we are committed to the important role that RSE plays pupils' holistic education and we aim to build on the RSE programmes covered in Primary School.

## Objectives

At SNHS our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the pupils including SEN, autistic, visually impaired pupils and any other disabilities that require a bespoke curriculum
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure pupils can identify the qualities of **healthy and unhealthy relationships**
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from **adolescence to adulthood**
- Provide pupils with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the dangerous of pornographic material

## 2. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory. This document clearly sets out the curriculum content that secondary schools must

deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. **See appendix 1 for further information on curriculum content.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RS\\_E\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education2.pdf)

### 3. Course Content

Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers***- See appendix 2 for our programme of study in each year group.

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

### RSE curriculum for SEN pupils

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEN or pupils who have been identified as likely to need SEMH support with RSE will either receive the support of a Teaching Assistant during their RSE lessons, or arrangements will be made for specific pupils to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the RSE programme delivered within the AND (Additional Needs Department). The SENCO and Head of Humanities will make the relevant plans at the start of each academic year, in consultation with parents.

### 4. Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and pupils will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures

7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.

## **5. Organisation and Delivery**

1. Relationships & Sex Education is taught in: In Y7-13 through PSHE lessons.
2. RSE understanding and awareness will also be delivered as part of our SMSC assembly programme
3. All pupils within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities
4. Identified SEN pupils will receive a differentiated RSE programme as required (outlined in section 3 Course Content)
5. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
6. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

## **6. Working with Parents**

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education we respect the primary role of the parents in educating their children about these matters
2. Our RSE programme is outlined in our website and parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials
3. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum nor does it apply to relationship education within the new 2020 framework. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Headteacher.

## **7. Confidentiality**

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and, in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen year old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

## **8. The Role of Health Professions in the Delivery of Relationships and Sex Education**

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

## **9. Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually.

## **10. Linked Policies**

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy



## Appendix 1: Statutory RSE curriculum from

*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'*

### By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required **and in addition** cover the following content by the end of secondary:

<p><b>Families</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul>
	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

<b>Online and media</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>

## Appendix 2: RSE Programme of Study at SNHS School

### STURMINSTER NEWTON HIGH SCHOOL PERSONAL, SOCIAL AND HEALTH EDUCATION PROGRAMME YEARS 7-11

LIFE SKILLS  
& WELLBEING

CELEBRATING  
DIVERSITY  
& EQUALITY

RELATIONSHIPS  
& SEX EDUCATION

RIGHTS,  
RESPONSIBILITIES  
& BRITISH VALUES

STAYING SAFE  
ONLINE  
& OFFLINE

HEALTH  
& WELLBEING

CREATIVE  
CURRICULUM

#### OVERVIEW OF TOPICS TAUGHT – ORDER MAY VARY

TERM 1.1			
Subject	Y Group	Key themes Studied	Homework Topic
CITIZENSHIP	Year 7	<input type="checkbox"/> Identity <input type="checkbox"/> Citizenship <input type="checkbox"/> Nationalities	Identity Collage & Bunting
PSHE	Year 8	<input type="checkbox"/> LGBT <input type="checkbox"/> Gender Issues <input type="checkbox"/> Trans Issues	Deliver a speech on a famous LGBT Role Model
CITIZENSHIP	Year 9	<input type="checkbox"/> Terrorism <input type="checkbox"/> Extremism <input type="checkbox"/> Fake News <input type="checkbox"/> Media	Creating a newspaper
CITIZENSHIP	Year 10	<input type="checkbox"/> British Values <input type="checkbox"/> Human Rights <input type="checkbox"/> LGBT	
CAREERS & ENTERPRISE	Year 11	<input type="checkbox"/> Careers <input type="checkbox"/> CV Writing <input type="checkbox"/> Interviews <input type="checkbox"/> Personal Statements	

TERM 1.2			
Subject	Y Group	Key themes Studied	Homework Topic
PSHE	Year 7	<input type="checkbox"/> Puberty <input type="checkbox"/> Body Development <input type="checkbox"/> Periods <input type="checkbox"/> Emotions	Create a puberty Magazine
CITIZENSHIP	Year 8	<input type="checkbox"/> Law <input type="checkbox"/> Rights <input type="checkbox"/> Society <input type="checkbox"/> Community	Set up a new community on an island
PSHE	Year 9	<input type="checkbox"/> Consent <input type="checkbox"/> FGM <input type="checkbox"/> Contraception <input type="checkbox"/> Sexual Health	Design a new Reality TV show Love Island
CITIZENSHIP	Year 10	<input type="checkbox"/> Emotional Wellbeing <input type="checkbox"/> Mental Health <input type="checkbox"/> Child Abuse <input type="checkbox"/> Self Harm	
CAREERS & ENTERPRISE	Year 11	<input type="checkbox"/> Parenthood <input type="checkbox"/> Pregnancy <input type="checkbox"/> Love and Abuse <input type="checkbox"/> Cancers <input type="checkbox"/> Organ Donation & Medical Ethics	

Spring TERM 2.1			
Subject	Y Group	Key themes Studied	Homework Topic
CITIZENSHIP	Year 7	<input type="checkbox"/> Voting <input type="checkbox"/> General Elections <input type="checkbox"/> Democracy <input type="checkbox"/> Making Laws	Setting up a political party
PSHE	Year 8	<input type="checkbox"/> Self Esteem <input type="checkbox"/> Body Image <input type="checkbox"/> Budgeting & Finance <input type="checkbox"/> Careers	Best day of my life project
PSHE	Year 9	<input type="checkbox"/> Cannabis <input type="checkbox"/> Illegal Drugs <input type="checkbox"/> Drug Addiction <input type="checkbox"/> Volatile Substance Abuse	War on Drugs strategy
PSHE	Year 10	<input type="checkbox"/> Sexting <input type="checkbox"/> Porn <input type="checkbox"/> Sexual Abuse & Rape <input type="checkbox"/> Domestic Violence	
PSHE	Year 11	<input type="checkbox"/> Contraception <input type="checkbox"/> Cancer <input type="checkbox"/> STIs and STD's <input type="checkbox"/> Sexual Health	

## OVERVIEW OF TOPICS TAUGHT – ORDER MAY VARY

## TERM 2.2

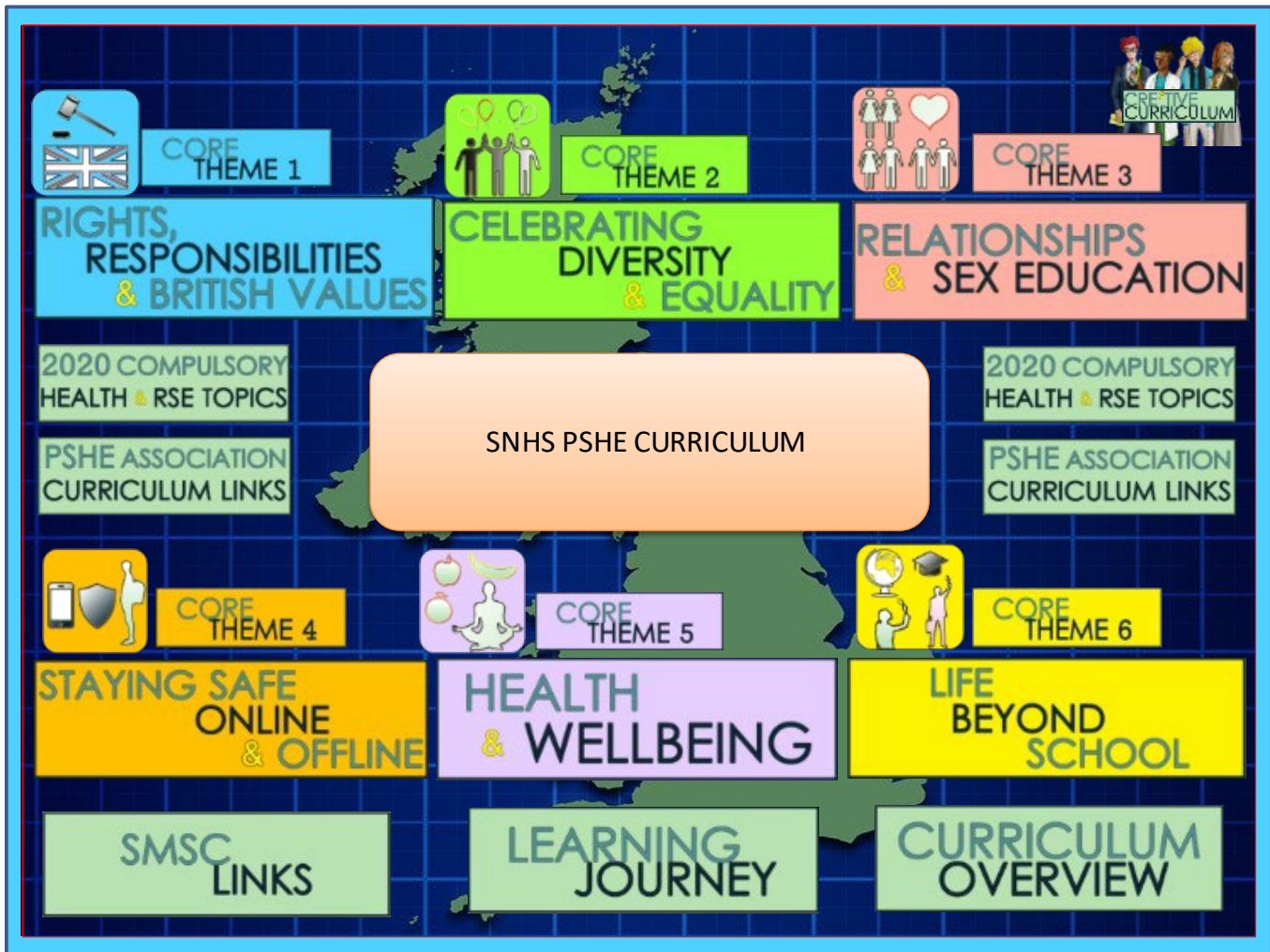
Subject	Y Group	Key themes Studied	Homework Topic
CITIZENSHIP	Year 7	<input type="checkbox"/> Drugs <input type="checkbox"/> Gangs <input type="checkbox"/> Knife Crime <input type="checkbox"/> Peer Pressure	Designing a mobile safety App
PSHE	Year 8	<input type="checkbox"/> LGBT + Gender <input type="checkbox"/> Love <input type="checkbox"/> Consent <input type="checkbox"/> Relationships <input type="checkbox"/> Periods	Body image and the media – celebrity fake lifestyles
CAREERS & ENTERPRISE	Year 9	<input type="checkbox"/> Picking Options <input type="checkbox"/> First Aid <input type="checkbox"/> Conflict Management <input type="checkbox"/> Budgeting	Fairtrade Project
PSHE	Year 10	<input type="checkbox"/> Consumer Rights <input type="checkbox"/> Employment Rights <input type="checkbox"/> Social Media <input type="checkbox"/> Personal Finance	
PSHE	Year 11	<input type="checkbox"/> Drugs <input type="checkbox"/> Festivals <input type="checkbox"/> Sexualisation of the Media	

## Summer TERM 3.1

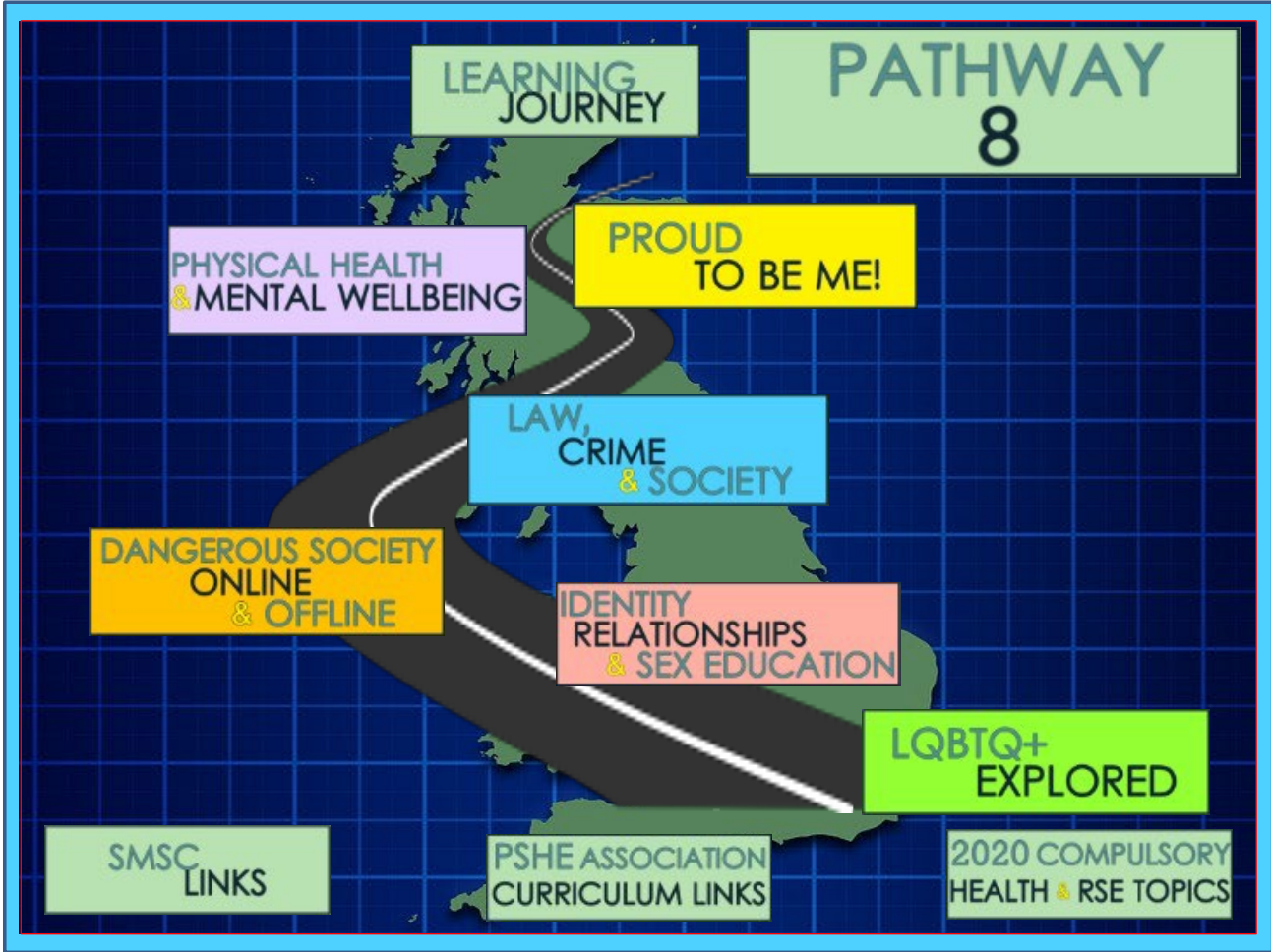
Subject	Y Group	Key themes Studied	Homework Topic
CAREERS & ENTERPRISE	Year 7	<input type="checkbox"/> Communities <input type="checkbox"/> Sleep <input type="checkbox"/> Team Work <input type="checkbox"/> Skills & Qualities	Creating a boardgame
PSHE	Year 8	<input type="checkbox"/> County Lines (Gangs) <input type="checkbox"/> Drugs <input type="checkbox"/> Online Safety <input type="checkbox"/> Alcohol	Teaching a lesson on different types of safety
PSHE	Year 9	<input type="checkbox"/> Contraception <input type="checkbox"/> HIV and AIDS <input type="checkbox"/> STI's and STD's <input type="checkbox"/> Risky Activities in relationships	Stopping teenage pregnancy in the UK
CITIZENSHIP	Year 10	<input type="checkbox"/> Honour Based Violence <input type="checkbox"/> Gambling <input type="checkbox"/> Modern Day Slavery <input type="checkbox"/> Knife Crime	
PSHE	Year 11		

## TERM 3.2

Subject	Y Group	Key themes Studied	Homework Topic
PSHE	Year 7	<input type="checkbox"/> Consent <input type="checkbox"/> Friendships <input type="checkbox"/> Toxic Masculinity <input type="checkbox"/> Positivity	Making a Time Capsule
PSHE	Year 8	<input type="checkbox"/> Health & Wellbeing <input type="checkbox"/> Child Abuse <input type="checkbox"/> Stress Management <input type="checkbox"/> Healthy eating	Launching a leisure centre
PSHE	Year 9	<input type="checkbox"/> Media & Airbrushing <input type="checkbox"/> Grief & loss <input type="checkbox"/> Cancer Prevention <input type="checkbox"/> Body Confidence	School Health & Wellbeing Idea
CITIZENSHIP	Year 10	<input type="checkbox"/> Brexit <input type="checkbox"/> Fair Trade <input type="checkbox"/> Women's Rights <input type="checkbox"/> AID <input type="checkbox"/> Peace & Conflict	
	Year 11		

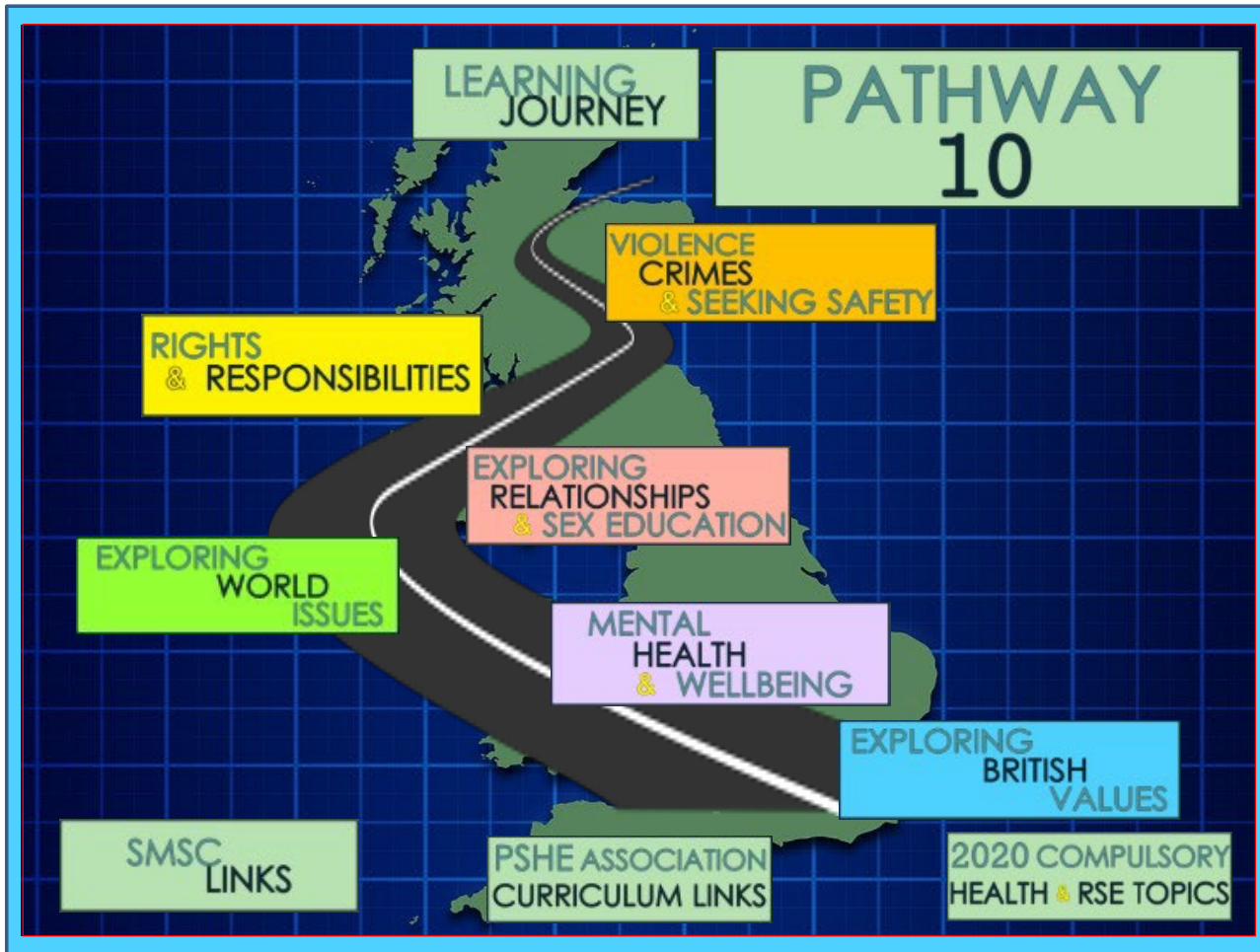


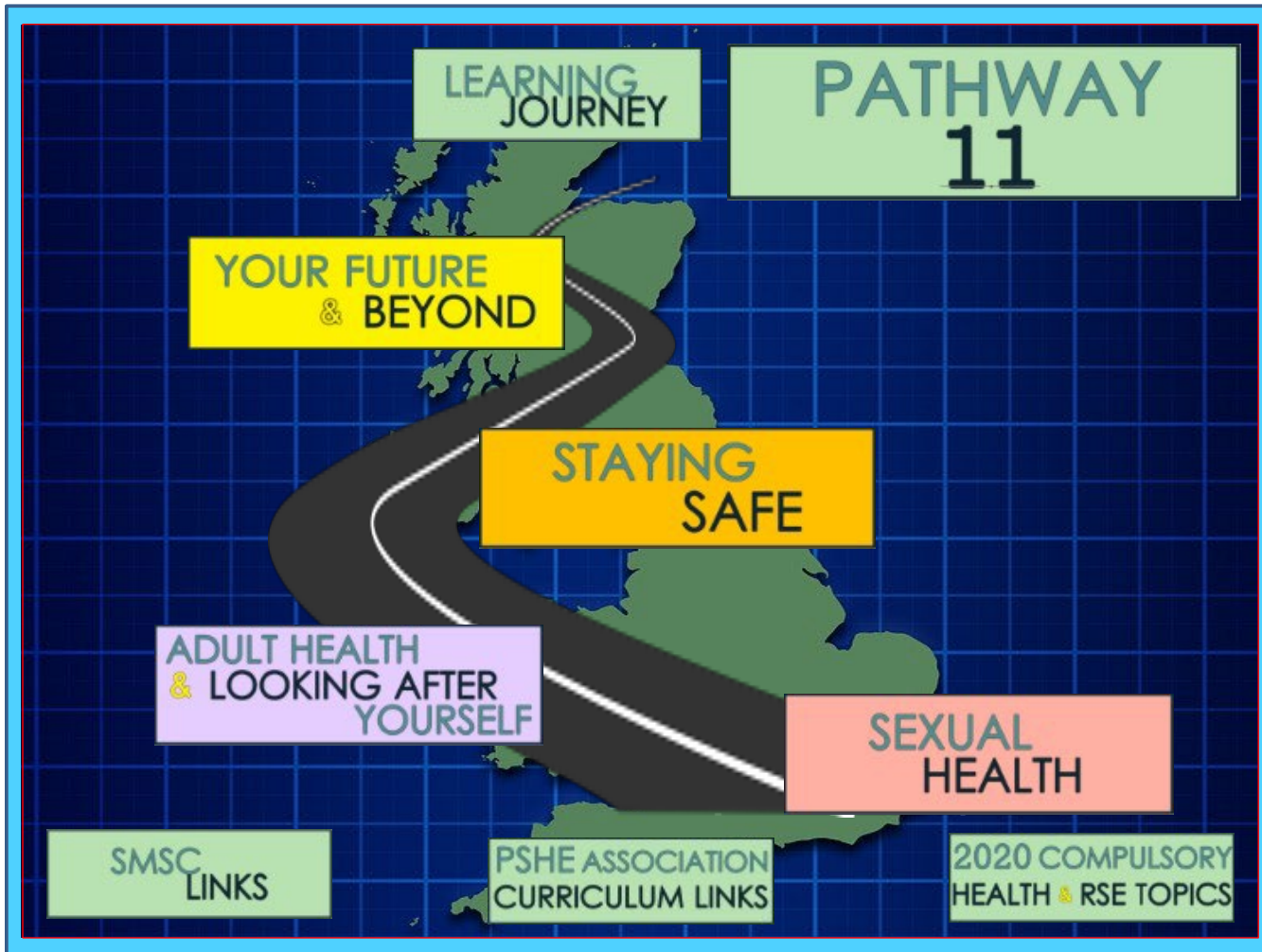


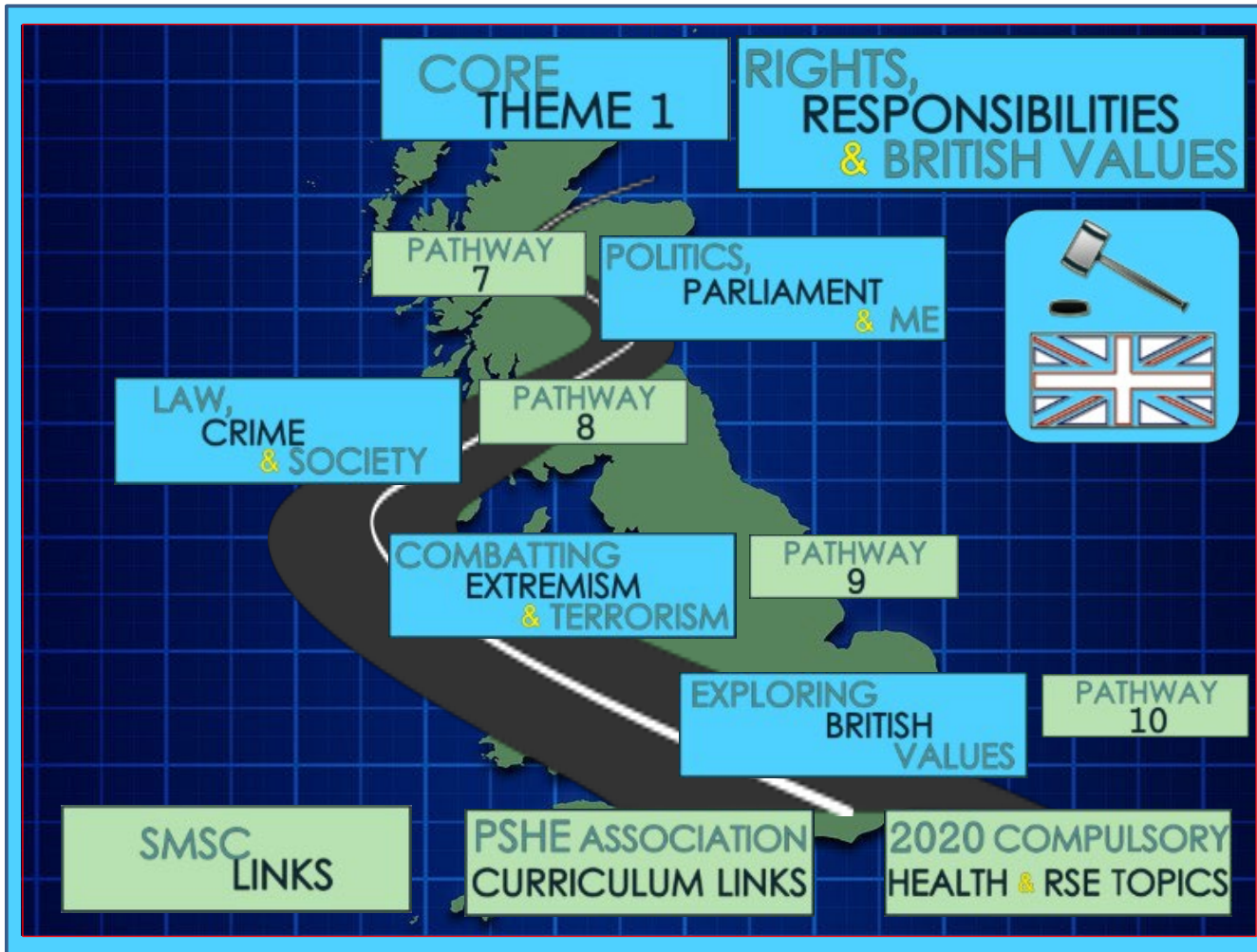


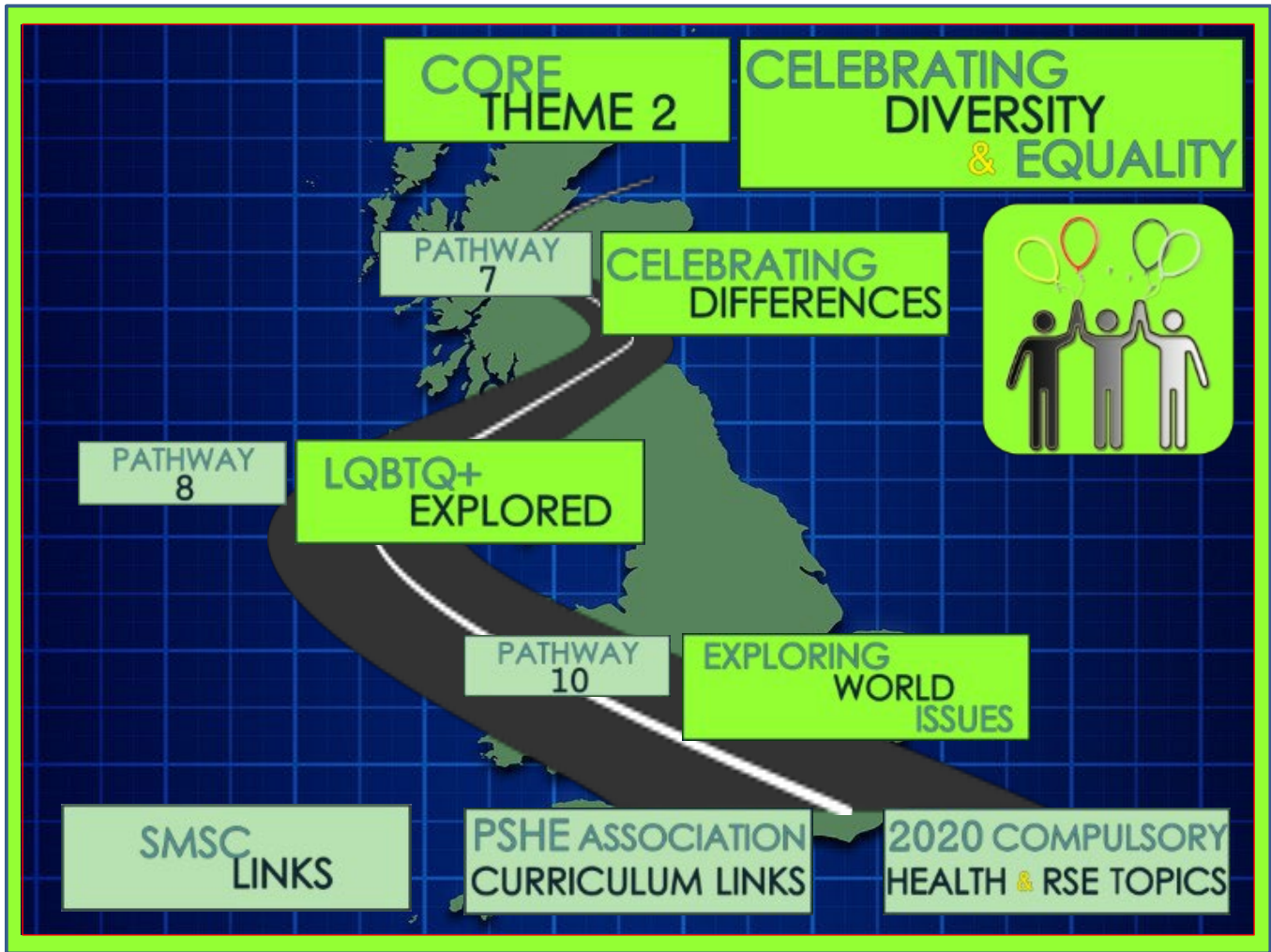


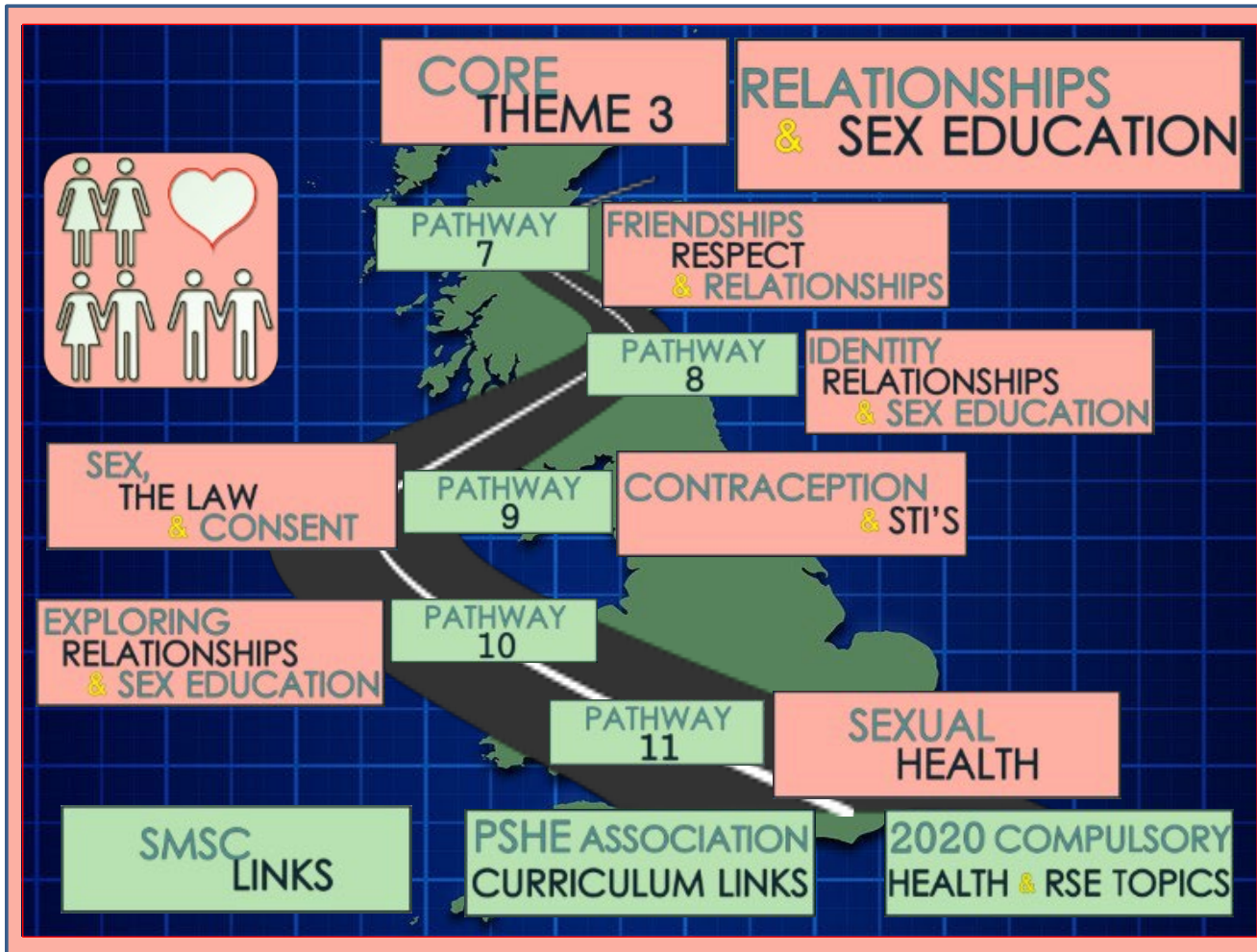


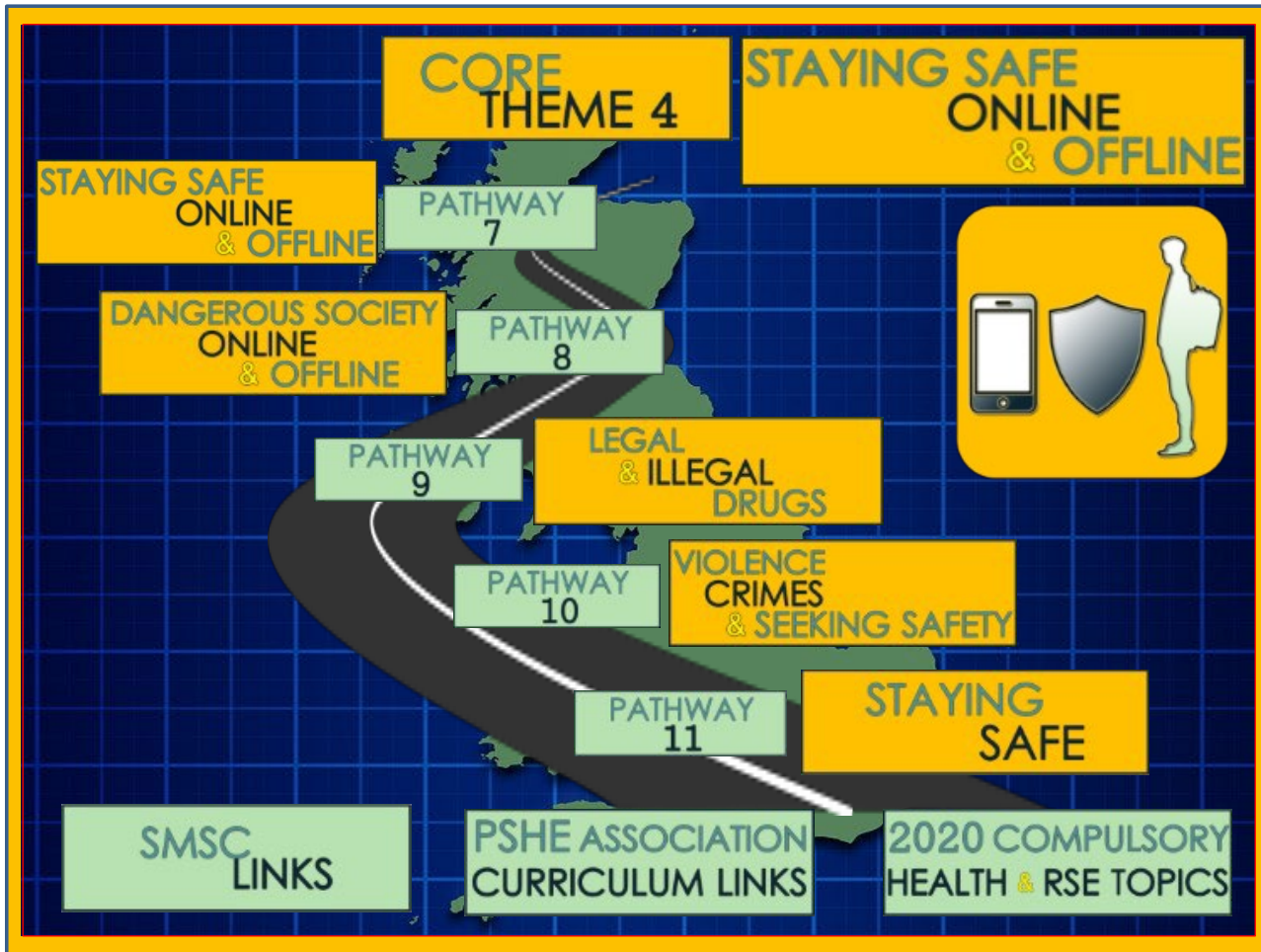


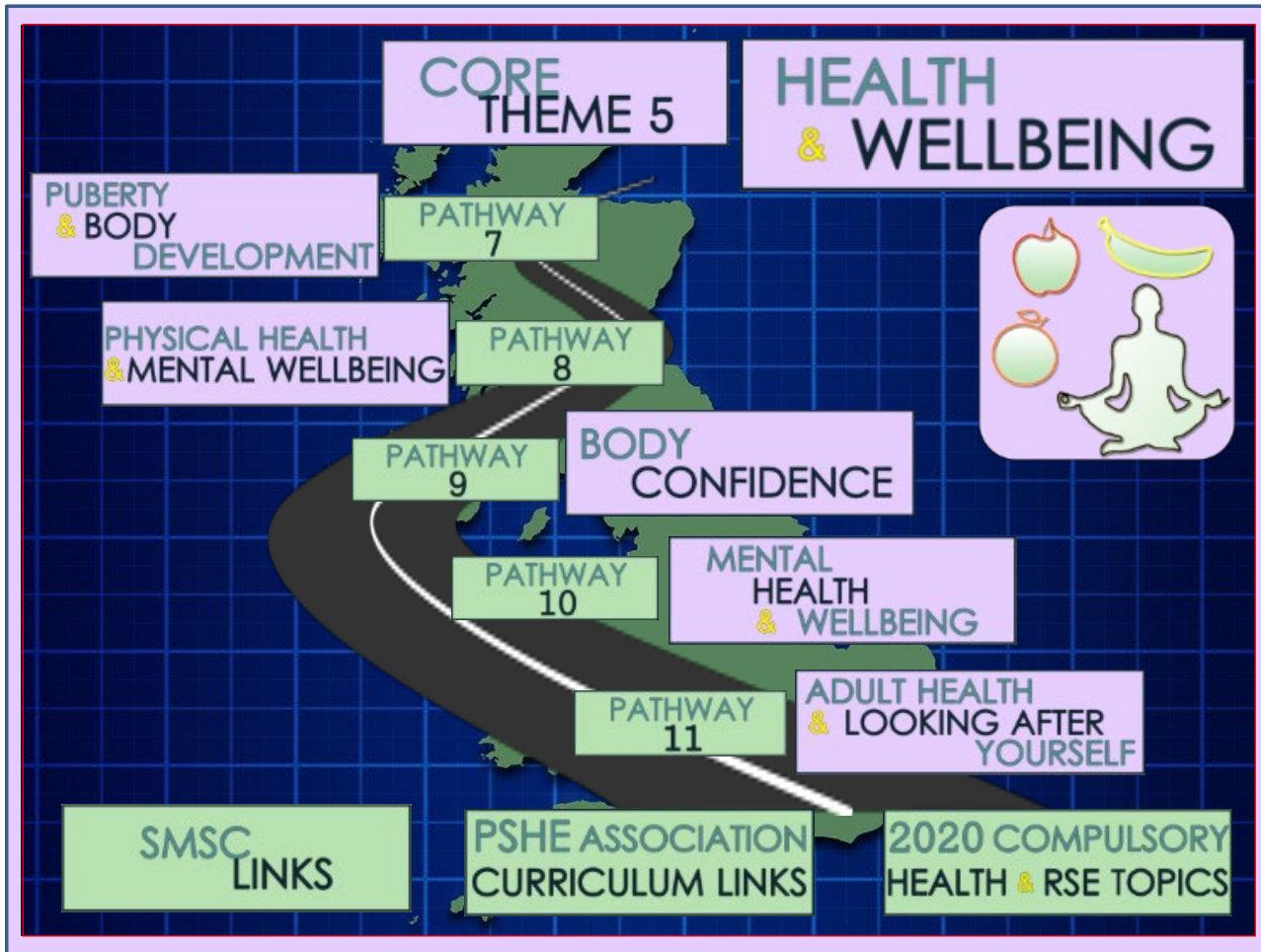


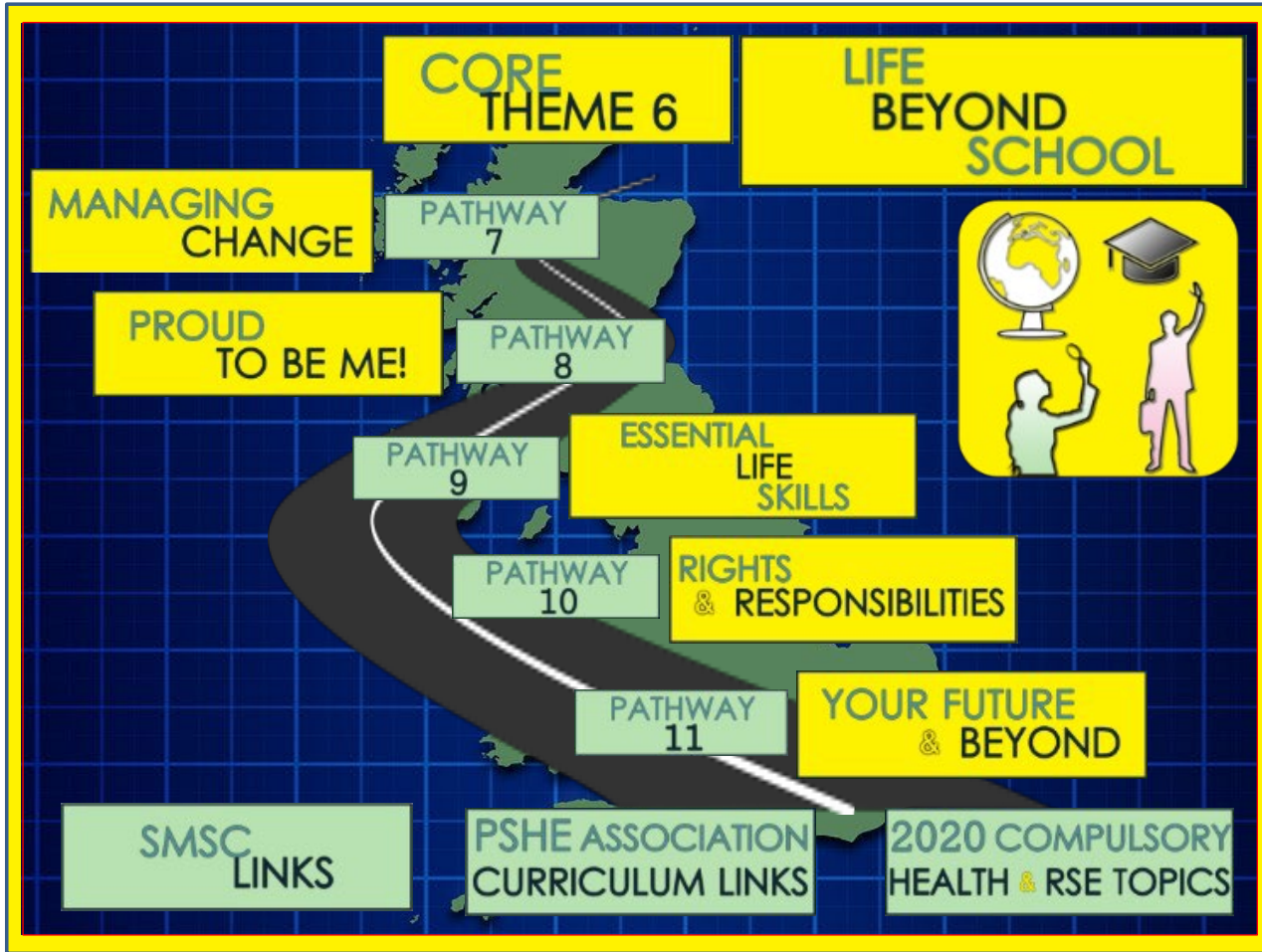














**Year 7 Curriculum Overview  
PSHE**

HALF TERM	Subject	THEME	UNIT TITLE
TERM 1.1	<u>CITIZENSHIP</u>	Celebrating Diversity & Equality	Celebrating Differences
TERM 1.2	<u>PSHE</u>	Health & Wellbeing	Puberty & Body Development
TERM 2.1	<u>CITIZENSHIP</u>	Rights, Responsibilities & British Values	Politics, Parliament & Me
TERM 2.2	<u>PSHE</u>	Staying Safe Online & Offline	Staying Safe online & Offline
TERM 3.1	<u>CAREERS &amp; ENTERPRISE</u>	Life Beyond School	Managing Change
TERM 3.2	<u>PSHE</u>	Relationships & Sex Education	Friendships, respect & Relationships









