



Relationships and Sexual Health Education
Draft Policy Document

Blessed George Napier Roman Catholic School

Relationships and Sexual Health Education – Draft Policy Document

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BGN Mission Statement

BGN is a Catholic School which seeks to appreciate and develop the talents and skills of each individual. Inspired by the life of Christ and his teaching BGN School, in active partnership with home, parish and the wider community, endeavours to prepare our members to face the future with confidence and take up the challenge of the Gospel.

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about relationships and sexual health education (RSE).

'Love is of God, and he who loves is born of God and knows God'

1 John 4:7

God created man as male and female. He created them for each other and for love.

CCC 2331 – 2333

Blessed George Napier is proud of the positive relationships it fosters between students, and between students and staff. The Section 48 Inspection 2017 notes that our planning fosters the 'best quality education and opportunities for the spiritual development for pupils and staff', and that 'pupils are given many opportunities to witness to their faith' to which they not only respond, 'but they understand the principles behind the initiatives'.

The Relationship and Sexual Health Education provided by BGN is no exception to this high standard of care. When staff are called upon to address issues of relationships and sexual health, regardless of the subject area in which they do so, the education provided is positive and compliments the Catholic ethos of our community.

Consultation

- Pupil focus groups / school council – [the school council was asked to discuss the SRE provision they had received in school in Summer 2020]
- Questionnaires to parents / carers – We are currently working with TENTEN to provide an online parent portal. This is in its early stages but it will be a vital part of our Catholic RSE programme because provides parents with information about what their children will be taught and it will reassure many about the content. Moreover, it ensures that schools are fulfilling their responsibility to support parents as the 'first educators' of their children on matters relating to sexual development.
- Review of the RSE curriculum content with staff and pupils – Our curriculum has been developing in significant ways in the academic years 2020 - 2022. Staff training is ongoing and year teams will be given dedicated time for collaborative planning.
- Consultation with the school nurse – Nurse Margaret Batsel has played a key role in the development of the new curriculum, she attends all the *In Cinema Education* sessions, and helps to resource follow up activities, key contacts and up to date health advice. She is often based in school and pupils know she is available for personal consultations.

- Consultation with School Governors – Governors reviewed this document in the summer term 2020 and again in 2022.

Implementation and Review of Policy

Full implementation of the policy will take place after consultation with the Governors. The policy will then be reviewed after one full academic school year by the Pastoral Team and Co-Ordinator of PSHE. Following that the policy will be review each two years by the Head Teacher, SLT, Governing body, Pastoral Team and Co-Ordinator of PSHE.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

Defining Relationship and Sex Education

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”¹. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”².

Statutory Curriculum Requirements

We are legally required to cover the curriculum outlined for Secondary Schools in the Department for Education *Relationships Education, Relationships and Sex Education (RSE) and Health Education*³ guidance document published in 2019. This document outlines the learning outcomes that all students should have achieved by the close of the secondary education.

However, the reasons for our inclusion of RSE go further.

¹ Sex and Relationship Education Guidance, DfEE, 2000

² ibid

³ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Rationale

‘I have come that you may have life and have it to the full’ (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSE and Mission Statement

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils’ self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a “positive and prudent sexual education”⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

⁴ Gravissimum Educationis 1

Objectives

To develop the following attitudes and virtues:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy).

Equalities and Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills - will be provided in three inter-related ways: through the whole school and through our school ethos; through a cross-curricular approach and through a specific relationships and sex curriculum delivered in PSHE, Tutor Time PSHE, and presentations to year groups.

Our programme is detailed in Appendix 1. As the curriculum is embedded in the PSHE program as a whole, those aspects which are specific to RSE are highlighted and cross referenced with the DfE Guidance published in 2019.

Programme / Resources

Teaching strategies to deliver this programme will include:

- establishing ground rules
- year group *In Cinema Education*
- discussion as a year group
- assemblies and opportunities for reflection
- tutor group discussion
- quiz questioning on knowledge based learning
- sharing ideas in spider diagrams
- group work
- role-play
- values clarification and rationalisation

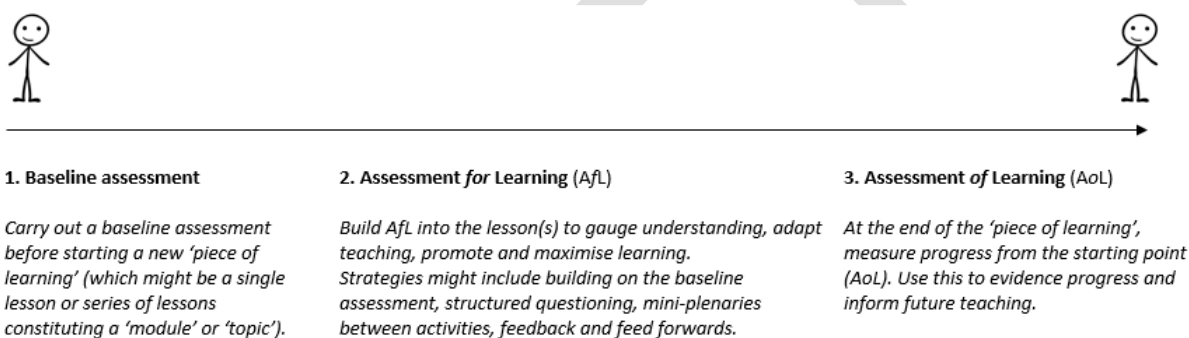
Assessment

It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.

The essential skills and attributes identified in the programme of study are arguably the hardest aspect of learning to assess. It is difficult to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in SRE and Health education must therefore use a combination of teacher assessment and pupil self- and peer assessment.

It would be inappropriate for assessment in RSE and Health education to be about levels or grades, passing or failing. The model of assessment that is most meaningful, therefore, is **ipsative assessment**.

Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in RSE and Health education:



Within the developing resources for this scheme there are a number of quizzes, opportunities for pupils to reflect on their 'starting point' in a particular topic, and ideas to help teachers and pupils find a way to record progress.

Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning. In addition we are working with TENTEN to provide parents with an online portal through which they can access the material their children view and work with so as to enable family discussion and home learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents have **the right to withdraw** their children from RSE except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their

children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with the PSHE CoOrdinator, teachers of PSHE, tutors, Heads of Year, teachers of Religious Education, Science and Physical Education. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'⁵.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other roles and responsibilities regarding RSE

⁵ Protocol for Visitors to Catholic Schools, CES, Feb. 2011

Governors

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

PSHE/RSE Co-ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to other policies and curriculum subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature. When this is the case all staff have received appropriate training on how to support children and make appropriate references to staff in charge of safe guarding and pastoral care.

Supporting children and young people who are at risk.

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

Monitoring and Evaluation

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendices

5. Summary of the DfE Objectives for the end of Secondary SRE **Page 11**
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Appendix 1 – Summary of the DfE Objectives for SRE at the end of Secondary Education

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.

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, 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.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- 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
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- 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

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example 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
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Pupils should know:

- 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
- 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

Intimate and sexual relationships, including sexual health

Pupils should know:


- 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
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- 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)
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing

- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- 
- marriage
 - consent, including the age of consent
 - violence against women and girls
 - online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
 - pornography
 - abortion
 - sexuality
 - gender identity
 - substance misuse
 - violence and exploitation by gangs
 - extremism and radicalisation
 - criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
 - hate crime
 - female genital mutilation (FGM)

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:

Mental wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

Pupils should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

Pupils should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation

Healthy eating

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

Pupils should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening

- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid

Pupils should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR ²
- the purpose of defibrillators and when one might be needed

Changing adolescent body

Pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
 - the main changes which take place in males and females, and the implications for emotional and physical health
1. Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. ↵
 2. Cardio Pulmonary Resuscitation is usually best taught after 12 years old. ↵

Appendix 2 – Tutor Time PSHE Schemes of work 2020 – 2021

PSHE Curriculum in Tutor Time, Years 7 – 11

Health and Well Being (Term One)

<p>Year 7:</p> <p>THEMES and AIM: Welcome to BGN; identity; change and resilience.</p> <p>To help students to develop the inner resources to cope with the ‘change’ to Secondary and its accompanying challenges; to know and be aware of their personal qualities; to develop personal resilience and self-confidence.</p> <p><i>NB: PSHE lessons Year 7 will complement this material and the themes covered.</i></p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - To recognise personal strengths and how this affects their self-confidence and self-esteem. - To recognise that the way in which personal qualities, attributes, skills and achievements are evaluated by others, affects confidence and self-esteem. - To accept helpful feedback or reject unhelpful criticism. <p>DfE Guidance Ref: Respectful relationships, including friendships Objectives pg27 and 28</p>
<p>Year 8</p> <p>THEMES and AIM: identity and privacy; relationships online; risk online.</p> <p>To help students to assess risk, to be self-aware of their own image and critically assess images which may affect them online.</p> <p><i>NB: PSHE lessons in Year 8 will complement this material and the themes covered.</i></p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - Media portrayals of the human body may present a false ideal which does not reflect real life and can have a negative impact on the individual. - How the media portrays young people; to recognise its’ possible impact on body image and health issues. - Internet identity and Internet safety, including exploitation of young people online, bullying online. - DfE Guidance Ref: Online and Media Objectives pg28 and 29; Internet Safety and Harms Objectives pg 33
<p>Year 9</p> <p>THEMES and AIM: identity, a healthy lifestyle in personal relationships, resilience and ‘inner resources’ to resist peer pressure, etc.</p> <p>To open a discussion about the values we hold surrounding sexual relationships. To recognise that sexuality is a God given gift to be cherished</p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - How to develop self-confidence and self-esteem. - The concepts of sexual identity, gender identity and sexual orientation. - How to develop the skills needed to identify and resist peer and other types of pressure to conform. - The importance and benefits of delaying sexual intercourse until ready.

<p>and valued. To understand the need for reflection to facilitate personal growth and the role prayer can play in this.</p>	<ul style="list-style-type: none"> - To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices. - DfE Guidance Ref: paragraphs 70 and 75, pg 25 and 26
<p>Year 10</p> <p>THEMES and AIM: The identification and assessment of risk when under stress; cultivating a healthy, balanced life style.</p> <p>To open a discussion about the risks associated with unhealthy stress management and to ensure all students know where support can be accessed.</p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - To evaluate their own personal strengths and areas for development. - The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders including stress, anxiety and depression) - To recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it. <p>DfE Guidance Ref: Mental Well Being Objectives pg 36</p>
<p>Year 11</p> <p>THEMES and AIM: The identification and assessment of risk when under stress; cultivating a healthy, balanced life style.</p> <p>To open a discussion about the risks associated with unhealthy stress management and to ensure all students know where support can be accessed.</p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - To evaluate their own personal strengths and areas for development; to evaluate the extent to which their self-confidence and self-esteem are affected by the judgements of others and ways of managing this. - Making good use of constructive feedback and differentiating between helpful feedback and unhelpful criticism. - The characteristics of emotional and mental health, including stress anxiety and depression, self-harm and suicide and the potential impact on self and others. - How to take increased responsibility for maintaining and monitoring their own health - DfE Guidance Ref: Mental Well Being Objectives pg 36

Relationships (Term Two)

<p>Year 7:</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To encourage students to reflect on positive relationships and identify what it is that makes a good relationship ‘good’. To use our Catholic ethos as a template for this reflection and discussion.</p> <p><i>NB: PSHE lessons Year 7 will complement this material and the themes covered.</i></p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none"> - Loyal, able to develop and sustain friendships; - Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble - Respectful, able to identify other people’s personal space and respect ways in which they are different; - Forgiving, developing skills to allow reconciliation in relationships; - Courteous in their dealings with friends and strangers; - Honest, committed to living truthfully and with integrity. <p>DfE Guidance Ref: para 69, pg 25. Respectful relationships, including friendships Objectives, pg 27 – 28</p>
<p>Year 8</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To reflect on the difference between genuine friendships and ‘gang’ behaviour and ‘false friendships’ online and in real life.</p> <p><i>NB: PSHE lessons in Year 8 will complement this material and the themes covered.</i></p>	<p>In our Catholic School positive relationships recognise and understand:</p> <ul style="list-style-type: none"> - The importance of forgiveness in relationships - The value of expressing love and care for others through acts of charity - The dangers pressure for approval in relationships can generate, including in relation to alcohol / drugs / risky behaviours. - Positive relationships are not always modelled well online, and that privacy is an important value in genuine, trusting relationships. - The difference between genuine friendships and gang behaviours. <p>DfE Guidance Ref: Respectful relationships, including friendships; Online and Media Objectives pg 27 and 28, Drugs, alcohol and tobacco, pg 34</p>
<p>Year 9</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)To ensure that our students know that positive relationships should be fostered and modelled on social media as well as in real life.</p>	<p>In our Catholic School we value relationships which:</p> <ul style="list-style-type: none"> - Can establish clear personal boundaries around those aspects of our lives we wish to keep private, or share only with specific people; - Understand the right to privacy - Allow freedom from pressure (particularly with regard to the sharing of pictures online and through social media) <p>Our students understand:</p> <ul style="list-style-type: none"> - How to manage any request or pressure to share an image online and know who to talk to should they have any concerns - That the sharing of explicit images may constitute a criminal offence. <p>DfE Guidance Ref: Online and Media pg 28; Being Safe , pg29</p>

<p>Year 10</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To open a discussion on the qualities of a positive relationship and where to access help if you find yourself in a relationship that affects you negatively.</p>	<p>In our Catholic School pupils know:</p> <ul style="list-style-type: none"> - The characteristics and benefits of positive, strong, supportive, equal relationships; - To recognise exploitation, bullying, harassment and control in relationships (including online) and have the skills and strategies to access appropriate support. - When a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence, including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk; - Where to access relationship support (including statutory and voluntary organisations that support relationships experiencing difficulties or in crisis). - DfE Guidance Ref: Intimate sexual relationships, including sexual health Objectives, pg 29; Being Safe Objectives, pg 29
<p>Year 11</p> <p>THEMES and AIM: : Relationships (including those in the family, friendships and online)</p> <p>To encourage students to be able to discuss relationships in a mature and grown up manner.</p>	<p>In our Catholic School pupils know and can discuss:</p> <ul style="list-style-type: none"> - The roles of men and women in relationships - The pernicious nature and influence of gender double standards and victim blaming. - How to recognise when others are using manipulation, persuasion or coercion and how to respond - How to manage unwanted attention in a variety on contexts (social and in the workplace) - How to access and find information about contraception; the Catholic Churches understanding of the sexual relationship in marriage and the use of contraception. - About who to talk to for accurate, impartial advice and support in the event of an unintended pregnancy. - DfE Guidance Ref: Intimate sexual relationships, including sexual health Objectives, pg 29; Being Safe Objectives, pg 29

Living in the Wider World (Term Three)

<p>Year 7:</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p> <p><i>NB: PSHE lessons look at money and the workplace under the theme 'Living in the Wider World' in Year 7.</i></p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none"> - Just, understanding the impact of their actions locally, nationally and globally; - Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally; - Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
<p>Year 8</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p> <p><i>NB: PSHE lessons look at British Values under the theme of 'Living in the Wider World' in Year 8.</i></p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none"> - To discuss moral questions in a balanced and well informed way
<p>Year 9</p> <p>THEMES and AIM: Free Choice for the Learning Leader (E.g. Laudato Si – Climate Crisis)</p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none"> - To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas. - The main principles of Catholic Social Teaching and how these relate to each other and to Creation.

<p>Year 10</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none"> - Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that judgements are well informed; - Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition or the importance of service as the purpose of human life; - Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition or the necessity to accept unpopularity this often entails. <p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none"> - To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas. - The main principles of Catholic Social Teaching and how these relate to each other and to Creation.
<p>Year 11</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none"> - Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that judgements are well informed; - Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition or the importance of service as the purpose of human life; - Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition or the necessity to accept unpopularity this often entails. <p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none"> - To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas. - The main principles of Catholic Social Teaching and how these relate to each other and to Creation.

Health and Well Being (Term 4)

<p>Year 7</p> <p>THEMES and AIM: A healthy (including physically, emotionally and socially), balanced lifestyle.</p> <p>To examine the choices we make to maintain a healthy lifestyle and reflect on what tempts people to make unhealthy choices.</p> <p><i>NB: In PSHE lessons this term Year 7 focus on good friendships and the role of peer pressure in decision making.</i></p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - The benefits of physical activity and exercise and the importance of sleep. - To recognise and manage what influences choices about exercise. - The importance of, and strategies for, maintaining a balance between work, leisure and exercise. - What constitutes a balance diet and its benefits (including the risks associated with obesity and dieting) - What might influence their decisions about eating a healthy diet. - DfE Guidance Ref: Physical health and fitness Objectives, pg 37, Healthy Eating Objectives pg 37.
<p>Year 8</p> <p>THEMES AND AIM: A healthy (including physically, emotionally and socially), balanced lifestyle.</p> <p>To examine the choices we make to maintain a healthy lifestyle and reflect on what tempts people to make unhealthy choices.</p> <p><i>NB: In PSHE lessons this term Year 8 continue their work on identity online, bullying, persuasion and coercion.</i></p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - The positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol). - The safe use of prescribed and over the counter medicines - Factual information about legal and illegal substances. - The risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking (including not harming others with second hand smoke) - To recognise and develop strategies to manage different influences (including peer influence). - DfE Guidance Ref: Drugs, Alcohol and Tobacco Objectives, pg 37; Mental Well Being Objectives, pg 36; Health and Prevention Objectives, pg 37
<p>Year 9</p> <p>THEMES AND AIM: A healthy (including physically, emotionally and socially), balanced lifestyle; managing risk and safety in online relationships; examining how power can manifest itself through bullying, persuasion, coercion in online relationships.</p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - The characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies. - To understand that self-esteem can change with personal circumstances, such as those associated coping with family and relationships, achievements and employment.

	<ul style="list-style-type: none"> - To examine the role of social media in our understanding of personal identity and self-esteem. - DfE Guidance Ref: Internet and Safety Harms Objectives, pg 36; Mental Well Being Objectives, pg 36; Online and Media Objectives, pg28; Respectful Relationships Including Friendships Objectives, pg 27 - 28
<p>Year 10</p> <p>THEMES AND AIM: A healthy (including physically, emotionally and socially), balanced lifestyle.</p> <p>To examine the choices we make to maintain a healthy lifestyle and reflect on what tempts people to make unhealthy choices.</p>	<p>In our Catholic School students learn or recap:</p> <ul style="list-style-type: none"> - Factual information about legal and illegal substances. - The short and long term consequences of substance use and misuse for the health and mental and emotional well-being of individuals, families and communities including the health risks related to second hand smoke. - To understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and where and how to access support. - The wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle. - DfE Guidance Ref: Mental Well Being Objectives, pg 32; Drugs, alcohol and tobacco objectives, pg 34
<p>Year 11</p> <p>THEMES AND AIM: Risk (identification, assessment and how to manage risk rather than simply avoid it)</p> <p>To prepare students for the longer summer break and potential employment / college placements.</p>	<p>In our Catholic School students learn or recap:</p> <ul style="list-style-type: none"> - About personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel). - How to recognise and follow health and safety procedures. - DfE Guidance Ref: Basic First Aid Objectives, pg34;

Relationships (Term Five)

<p>Year 7:</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To develop students reflection on positive relationships and identify what it is that makes a good relationship 'good'. To use our Catholic ethos as a template for this reflection and discussion.</p> <p><i>NB: PSHE lessons Year 7 will complement this material and the themes covered.</i></p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none"> - About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (see protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4 – 12) - DfE Guidance Ref: para 74, pg 25 referring to the values which underpin our relationships; Families Objectives and Respectful Relationships, including friendships Objectives, pg 27
<p>Year 8</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To open a discussion about sexuality and vocation.</p> <p><i>NB: PSHE lessons in Year 8 will complement this material and the themes covered.</i></p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none"> - That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these - The nature and importance of friendship as the basis for a loving, sexual relationship - That someone else's expectations in a relationship may be different to yours and strategies for negotiating possible differences - The nature and importance of marriage; the distinctions between marriage in Church Teaching, including sacramental marriage, civil marriage and civil partnerships and other stable, long term relationships. - Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life - DfE Guidance Ref: Intimate sexual relationships, including sexual health Objectives, pg 29; Being Safe Objectives, pg 29
<p>Year 9</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online); rights and responsibilities.</p> <p>To ensure that our students know their rights and responsibilities with regard to their relationships with other.</p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none"> - They have autonomy and the right to protect their body from inappropriate and unwanted contact - To identify the characteristics of unhealthy relationships and where to get help - Consent is freely given and that being manipulated, pressurised or coerced to agree to something is not consent

	<ul style="list-style-type: none"> - The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility for the seeker of consent to ensure that consent has been given. - Factual information about where to access help and information about contraception, STI's and the Catholic Churches teaching on sex before marriage. - DfE Guidance Ref: Intimate sexual relationships, including sexual health Objectives, pg 29; Being Safe Objectives, pg 29
<p>Year 10</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To open a discussion about how our choices and behaviours can be affected by the use of alcohol or drugs and how these substances can affect a wide range of relationships.</p>	<p>In our Catholic School pupils know:</p> <ul style="list-style-type: none"> - How the use of legal and illegal substances can affect the choices we make in personal relationships. - DfE Guidance Ref: Drugs, alcohol and tobacco Objectives, pg 37.
<p>Year 11</p> <p>THEMES and AIM: :</p>	<p>EXAMINATION LEAVE?</p>

Living in the Wider World (Term Six)

<p>Year 7:</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p> <p><i>NB: PSHE lessons look at money and the workplace under the theme 'Living in the Wider World' in Year 7.</i></p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none"> - Just, understanding the impact of their actions locally, nationally and globally; - Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally; - Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
<p>Year 8</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p> <p><i>NB: PSHE lessons look at British Values under the theme of 'Living in the Wider World' in Year 8.</i></p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none"> - To discuss moral questions in a balanced and well informed way
<p>Year 9</p> <p>THEMES and AIM: Free Choice for the Learning Leader (E.g. Laudato Si – Climate Crisis)</p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none"> - To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas. - The main principles of Catholic Social Teaching and how these relate to each other and to Creation.
<p>Year 10</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none"> - Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that judgements are well informed; - Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition or the importance of service as the purpose of human life; - Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition or the necessity to accept unpopularity this often entails. <p>In our Catholic School pupils are taught:</p>

	<ul style="list-style-type: none">- To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas.- The main principles of Catholic Social Teaching and how these relate to each other and to Creation.
Year 11	<ul style="list-style-type: none">- EXAMINATION LEAVE

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Appendix 3 - PSHE Schemes of Work for Years 7 and 8 2020 – 2021(SRE Highlighted and Linked to DfE Objectives for SRE)

PSHE and Citizenship Scheme of Work: Key Stage 3

(All forms will have approximately 18 periods over the year)

Teaching should develop pupils' understanding of their own health and wellbeing, their relationships with others and the role living in the wider world. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. All aspects of the SOW can be supported in form time. Please liaise with HOY. In an academic year there are approximately 39 weeks so please assume 18 lessons.

Health and Wellbeing: *This core theme focuses on:*

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will addressed in age appropriate year groups*

Year 7: Term One and Two Learning Themes and Questions 6 lessons

- Settling in at BGN (1): How am I being made to feel welcome? How can I make others welcome?
- What are my personal strengths? (2): What am I good at? How does this make me feel?
- What are my hopes and ambitions? (2): How can I help myself to achieve these?

Theme 1: Welcome to BGN

Theme 2: To recognise their personal strengths and how this affects their self-confidence and self-esteem

Theme 3: To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

DfE guidance ref: Para 69, pg 25 'nurturing relationships'

<ul style="list-style-type: none"> - Who supports me? (6 and 2): Why are the people around me important helpers to my learning? How do I feel when someone evaluates my achievements? How can I give helpful feedback? How can I accept helpful feedback? How do I reject unhelpful criticism? - What affects me? (1, 2 and 6) How do the people around me influence what I believe about myself? How can I cultivate my self esteem? How do I behave when I am feeling down? Who helps me? - How do I speak? How can I learn to speak about myself and others in a positive way? Why are the words I use so powerful? 	<p>Theme 4: To accept helpful feedback or reject unhelpful criticism</p> <p>Theme 5: To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment</p> <p>Theme 6: The characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;</p> <p>Theme 7: The causes and triggers for unhealthy coping strategies; how to recognise when they or others need help, sources of help and strategies for accessing it.</p> <p>DfE guidance ref: Mental Well Being Objectives, pg 36</p>
<ul style="list-style-type: none"> - How do I get ready for school in the morning? (2) - How good is sleep? - Why keep fit? - What does my day look like? - Which foods should I eat most of? - Who influences what I eat? (1 and 2) 	<p>Theme 8: The importance of, and how to, maintain personal hygiene, including oral hygiene.</p> <p>Theme 9: The benefits of physical activity and exercise and the importance of sleep</p> <p>Theme 10: To recognise and manage what influences their choices about exercise</p> <p>Theme 11: The importance of, and strategies for, maintaining a balance between work, leisure and exercise</p> <p>Theme 12: What constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</p> <p>Theme 13: What might influence their decisions about eating a balanced diet</p> <p>DfE guidance ref: Physical Health and Fitness / Healthy Eating / Health and Prevention Objectives pg37.</p>

Relationships: *This core theme focuses on:*

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills*
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters*
4. about the concept of consent in a variety of contexts (including in sexual relationships)*
5. about managing loss including bereavement, separation and divorce*
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will be addressed in age appropriate year groups*

Year 7: Term Three and Four Learning Themes and Questions 6 lessons

What do I expect of my friends? What do my friends expect of me?
 What values do we admire in friendship?
 When is a friend not a friend (can loyalty go too far?)?
 How do I bring out the best in my friends? **(1 and 2)**

Theme 1: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

Theme 2: The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) **DfE guidance ref: para 74, pg 25 ‘fostering virtue’**

Theme 3: To explore the range of positive qualities people bring to relationships

**DfE guidance ref: Para 69, ‘nurturing relationships of all kinds’
 Respectful relationships, including friendships Objective pg 27**

What makes a good listener?
 How does role play help us learn to listen well?
 How does my body language show I’m listening?
 How important is compromise?
 What role does forgiveness play in friendship?
 Do friendships sometimes end naturally? How should we react to this? **(1, 2 and 5)**

Theme 4: To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise

Theme 5: To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

Theme 6: That relationships can cause strong feelings and emotions
Respectful relationships, including friendships Objective pg 27

<p>Is everyone a bully sometimes? How do we react if we are being bullied? What do we do? What do we do if we someone else being bullies? Do adults bully and get bullied? Which support services, charities or organisations are available to help children who feel they are or have been bullied? What makes people bully? How do human beings behave when they are in a group? Why? How do you avoid behaving in a way you know is wrong just because you are part of a group? (3 and 7)</p>	<p>Theme 7: To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p>Theme 8: The support services available should they feel, or believe others feel, they are in an unhealthy relationship and how to access them</p> <p>Theme 9: To recognise peer pressure and have strategies to manage it; to recognise ‘group think’ (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it.</p> <p>Respectful relationships, including friendships Objective pg 27 and 28</p>
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Living in the Wider World: *This core theme focuses on:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will be addressed in age appropriate year groups*

Year 7: Term Five and Six Learning Themes and Questions 6 lessons

<ul style="list-style-type: none"> - What role does money play in life? How important is it? Where does it fit in my values and priorities? (6 and 7) - How do my financial choices affect others (fairtrade and environmental effects) (5) - How can how we use money affect our relationships with others? (6 and 7) 	<p>Theme 1: to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</p> <p>Theme 2: to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)</p>
<ul style="list-style-type: none"> - How do I learn best? How do I know? - Which employable skills do I already have? Which would I like to develop? - What sort of activities and studies do I enjoy best? How can I develop these? (8) 	<p>Theme 3: about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills</p> <p>Theme 4: to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them</p>
<ul style="list-style-type: none"> - What difference types of work and employment are there? (voluntary, self employment, private and public sector employment) 	<p>Theme 5: different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work</p>

- What laws are there about employing young people? How can you keep safe when you are working?
- A varied career – looking at having several different ‘careers’ and working for a better world.

Theme 6: about the laws and by-laws relating to young people’s permitted hours and types of employment and how to minimise health and safety risks

Theme 7: about different work roles and career pathways, including clarifying their own early aspirations

Theme 8: the benefits of being ambitious and enterprising in all aspects of life

DRAFT

PSME and Citizenship Scheme of Work: Key Stage 3

(All forms will have approximately 18 periods over the year)

Teaching should develop pupils' understanding of their own health and wellbeing, their relationships with others and the role living in the wider world. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. All aspects of the SOW can be supported in form time. Please liaise with HOY. In an academic year there are approximately 39 weeks so please assume 18 lessons.

Health and Wellbeing: *This core theme focuses on:*

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will be addressed in age appropriate year groups*

Year 8: Term One and Two Learning Themes and Questions 6 lessons

- What went well for me last year? What would I like to change or improve? How can I go about doing this? Whose help do I need? **(1 and 6)**
- Who do people think I am? What are teenage boys like? What are teenage girls like? What is the problem with questions like these?
- What do people expect of me?
- How does the media affect what I think about me? How does it affect what my friends think about me? How does it affect what strangers think about me? **(8)**

Theme 1: How to make the most of Year 8

Theme 2: How the media portrays young people; to recognise its possible impact on body image and health issues

Theme 3: That identity is affected by a range of factors, including the media and a positive sense of self

DfE Guidance Ref: Online and Media Objectives pg28

<ul style="list-style-type: none"> - Can the media change the way I behave? 	
<ul style="list-style-type: none"> - How do I present myself on social media? How will this affect what others think of me? What would you not share on social media? (5 and 8) - Where do young people face most risk? Is it online or out and about? Why? - How do you keep safe online? - How do you keep safe out and about? - For each situation, where do you find help? (5, 6 and 8) 	<p>Theme 4: Ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations DfE Guidance Ref: Online and Media Objectives pg28</p>
<ul style="list-style-type: none"> - Where is it safe to use my mobile phone? - Where can I learn emergency first aid out of school? (5) - (Hopefully I will be able to book a trained first aider to deliver emergency first aid to each Year 8 class before Christmas) 	<p>Theme 5: To understand how the inappropriate use of mobile phones can contribute to accidents Theme 6: To perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) Theme 7: To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme) DfE Guidance Ref: Basic First Aid Objectives Pg 38</p>

Relationships: *This core theme focuses on:*

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural/online contexts and to develop parenting skills*
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters*
4. about the concept of consent in a variety of contexts (including in sexual relationships)*
5. about managing loss including bereavement, separation and divorce*
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will be addressed in age appropriate year groups*

Year 8: Term Three and Four Learning Themes and Questions 6 lessons

Do we sometimes pretend to be happy when we are not? (For example: when a loved relation gives us a horrid present, or when we are jealous of a friend's good fortune but pretend we are happy for them). Do we often wear 'emotional masks' in real life (For example: do we pretend we are happy, sad, angry, etc. when we are not?) (2)

How do we cultivate positive relationships with friends, peers, colleagues, caring adults, parents, family members?

How do we recognise relationships which are breaking down?

Theme 1: the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)

Theme 2: to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

Theme 3: to explore the range of positive qualities people bring to relationships

Theme 4: that relationships can cause strong feelings and emotions (including sexual attraction)

DfE Guidance Ref: Respectful relationships, including friendships, pg 27 and 28

How do people present themselves on social media? What is the message we are aiming to give our online audience?

How are men and women presented in the media (adverts, films, online)? Is the way boys and girls present themselves online different? Why?

How are relationships presented online? Is this realistic? (1 and 2)

What is appropriate to share on social media?

Theme 5: That the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships

Theme 6: To recognise the portrayal and impact of gender and sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships within the media)

<p>What is privacy? Why is privacy important for human beings? Who is entitled to privacy?</p> <p>Why are people interested in the private lives of others? How do we manage pressure from others to know about things we may wish to keep private?</p> <p>What do you do if you have shared something that you now wish to take down?</p> <p>What should you do if friend of yours shares something inappropriate?</p> <p>What happens if someone shares something about you that you wish to keep private? (1, 2, 3, 4 and 6)</p>	<p>Theme 7: The safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</p> <p>Theme 8: To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</p> <p>Theme 9: How to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns</p> <p>Theme 10: When the sharing of explicit images may constitute a serious criminal offence.</p> <p>DfE Guidance Ref: Online and Media Objectives pg28, Internet and safety harms, pg 36</p>
<p>What is the difference between a group of good friends and a gang? What is gang culture? Does gang culture exist in the UK? In Banbury? (1 and 6)</p>	<p>Theme 11: About the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support</p> <p>DfE Guidance Ref: Respectful relationships, including friendships, 27</p>

Living in the Wider World: *This core theme focuses on:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will be addressed in age appropriate year groups*

Year 8: Term Five and Six Learning Themes and Questions 6 lessons

How diverse is Banbury? What evidence is there for diversity in Banbury? Do different communities in Banbury get along with each other? (3)
What are we called to do to challenge stereotyping, prejudice, bigotry and discrimination? (4)

Theme 1. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities
Theme 2. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

Is Britain a welcoming country? (3 and 4)
What was the Windrush scandal all about?
What evidence is there in today's papers that communities get along or struggle to get along?
Where can citizens get support if they feel they are a victim of prejudice? (3 and 4)

Theme 3. about the potential tensions between human rights, British law and cultural and religious expectations and practices
Theme 4. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

Which stereotypes do you think you will have to challenge as you grow up? (Can men and women do any job they choose? Are there cultural expectations which some people face?) (3 and 4)

Theme 5. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

Appendix 4 - TenTen In Cinema Education Summary of scheduled sessions 2020 – 2021

Students will participate in the *Cinema in Education package* from TenTen Theatre. Each session is taken as a year group and there are follow up discussion sessions embedded within tutor time PSHE. These may complement the running scheme of work or interrupt it depending on when the sessions can be allocated to the year group.

Year 7: ‘The Facts of Life’ is a story about friendship, new beginnings, bullying, aspiration, and the impact of social media on relationships. It helps young people to see their true, innate value through the eyes of God.

Year 8: ‘The Trouble with Max’ considers negative pressures and influences from family, friends, social media and the wider media can have a negative impact on our sense of self and the way we treat others. It also considers stereotypes based on gender can have a negative impact on our sense of self.

Year 9: ‘Love, Honour, Cherish’ explores peer pressure, relationships, sexting and the impact of the media. It promotes the virtue of chastity, love and marriage.

Year 10: ‘Babies’ considers managing an unplanned pregnancy and the place of sex within a loving relationship / saving sex until marriage.

Year 11: ‘Truth and Lies’ explores the idea that pornography can affect the brain, the sense of self, and can lead to sexual dysfunction; that pornography can have a damaging effect on intimate relationships; that pornography objectifies men and women and leads to negative representation and cultural expectations.