

PSHE



Curriculum Aims, Delivery & Content



Bottisham Village College

Achievement through Inspiring, Caring, Enriching

<p>Curriculum aims All years</p>	<p>Our PSHE aims and vision looks to ensure that we are enriching our students lives:</p> <ul style="list-style-type: none"> To empower students by providing facts and moral questions to enable them to make better-informed life decisions. To help build-up life skills that take into account the ever-changing world. <p>We are absolutely aware of the need for PSHE topics to be kept live and repeated. Each unit will be revisited each year, building on knowledge through key questions.</p> <ul style="list-style-type: none"> Year 7 will provide facts to allow students to know about the topic Year 8 and 9 will include values and moral judgements to allow students to understand a topic. Years 10 and 11 will provide students with the skills to make their own life-decisions by using their understanding of a topic. <p>Our curriculum is flexible and will react to need, such as results from The Health Related Behavioural Survey.</p> <p>It is our belief that PSHE is most effective when relevant and can link to the curriculum as a whole:</p> <ul style="list-style-type: none"> Maths: Finance and Budgeting English: Debating, Reading Comprehension, CV Writing Science: Reproduction, Puberty, STIs, Vaccinations, Organ Donation, Healthy Lifestyle. Food and Nutrition: Understanding Food Labels and the Eatwell Guide History: Human Rights, Genocide, Prejudice, LGBT+ through time, Racism Geography: Sustainability and Fairtrade REP: British Values, Discrimination and Racism PE: Leading a healthy and active lifestyle Computer Science: E-Safety Art: Body Image and Image Manipulation 			
<p>Curriculum delivery</p>	<p>Years 7 –11 have weekly PSHE lessons, usually taught by their form tutor.</p> <p>In addition, PSHE dropdown days may take place to facilitate outside visitors.</p>			
<p>Curriculum Content Year 7</p>	<table border="0"> <tr> <td data-bbox="383 1225 936 1425"> <p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> Looking after myself Puberty Dealing with emotions Healthy lifestyles Personal hygiene </td> <td data-bbox="958 1225 1496 1385"> <p><u>Relationships</u></p> <p>Positive relationships on- and offline</p> <p>My identity</p> <p>My strengths</p> <p>Teamwork</p> </td> <td data-bbox="1541 1225 2123 1353"> <p><u>Living in the wider world</u></p> <p>Legal rights and responsibilities</p> <p>Discrimination</p> <p>Global issues</p> </td> </tr> </table>	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> Looking after myself Puberty Dealing with emotions Healthy lifestyles Personal hygiene 	<p><u>Relationships</u></p> <p>Positive relationships on- and offline</p> <p>My identity</p> <p>My strengths</p> <p>Teamwork</p>	<p><u>Living in the wider world</u></p> <p>Legal rights and responsibilities</p> <p>Discrimination</p> <p>Global issues</p>
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<p>Curriculum Content Year 8</p>	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • Resilience • Body image • Online behaviour and risks • Looking after my health • Substance use <p>Relationships</p> <ul style="list-style-type: none"> • Qualities of good friendships • Types of relationships and family structures • Qualities of good relationships • Healthy pregnancies <p>Living in the wider world</p> <ul style="list-style-type: none"> • My place in society • Respect and values • Enterprising skills • Labour Market information 	<p>Curriculum Content Year 9</p>	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • Taking responsibility for my own health • Health services available to me • Consequences of substance usage • Life saving skills <p>Relationships</p> <ul style="list-style-type: none"> • Making decisions in a relationships • Peer influence and responsible behaviour • Contraception <p>Living in the wider world</p> <ul style="list-style-type: none"> • Pathways to the future • Youth employment • Careers • My financial future
<p>Curriculum Content Year 10</p>	<p>Health and wellbeing</p> <ul style="list-style-type: none"> • Looking after my mental and physical health • My self-image and self-concept • Risks to my health • Dealing with stress and anxieties • Staying safe <p>Relationships</p> <ul style="list-style-type: none"> • Managing difficult relationships with others • My values • Contraception choices and sexual health 	<p>Living in the wider world</p> <ul style="list-style-type: none"> • My rights and responsibilities • Democracy • Preparing for the world of work • Interview skills • My online presence 	<p>Curriculum Content Year 11</p> <p>Health and wellbeing</p> <ul style="list-style-type: none"> • Managing risks on- and offline • First aid • Personal safety • Health services available to me <p>Relationships</p> <ul style="list-style-type: none"> • Fertility • Pregnancy choices • Sexual health <p>Living in the wider world</p> <ul style="list-style-type: none"> • Post 16 opportunities • Career possibilities • Interview skills



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Relationships and Sex Education (RSE) at Secondary School

TALKING TO YOUNG PEOPLE ABOUT RELATIONSHIPS AND SEX

We all want young people to move safely from childhood, through adolescence into adulthood and to develop respect for themselves and others.

In school, we contribute to this in **Relationships and Sex Education (RSE)** and our wider PSHE programme.

RSE involves learning about ourselves - our emotions, our identity, our relationships, sexuality, sexual health and behaviours. Learning about these aspects continues throughout our lives.

However, there are some key things which young people needs to consider as they approach adulthood. **Most of what young people learn about these topics takes place at home and in the community and we support this learning in school.**

We hope this leaflet will give you some information about what young people are learning at school and what you can do to support this.

WHY SHOULD PARENTS AND CARERS TALK TO THEIR CHILDREN ABOUT RELATIONSHIPS AND SEX?

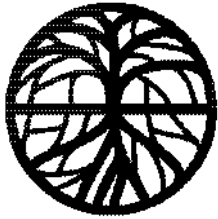
Young people tell us they want their parents to be the first ones to talk to them about puberty, relationships and sex.

If families start talking to their children about puberty, sex and relationships they are **less likely to get ideas that worry or confuse them and they learn that it is alright to talk about these things at home and to ask questions.**

Young people learn most about values and relationships from family experiences. Close, loving relationships are the best way of showing a young person how your family 'does things' based on your values, culture, faith and beliefs.

If families talk about sex and relationships openly and honestly, young people are:

- more prepared for puberty and the changes they experience
- more likely to resist pressure to have unwanted sex
- more likely to delay having sex for the first time
- more likely to use contraception if they do have sex
- less likely to have an unplanned pregnancy or to get a sexually transmitted infection.



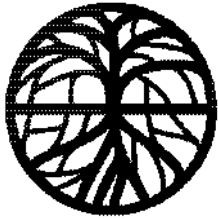
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WHAT DO YOUNG PEOPLE LEARN ABOUT RSE IN SCHOOL?

RSE is a statutory part of PSHE provision in all secondary schools in the UK. Below are the questions that pupils will be exploring. This will take place during curriculum lessons, in PSHE Days, during assemblies and tutor time.

Key Stage 3 (years 7,8 & 9) Key Questions	Topic Area
<ul style="list-style-type: none"> • Why do some people want to have a girlfriend/boyfriend and what makes these relationships positive? • Why do people decide to get married, become civil partners or form stable long-term partnerships? • What information do I need about my body, brain, emotions and relationships during puberty? • What do I understand by the term 'sexuality' and how do I show respect? • Why might someone share a sexual image of themselves and what are the risks and the law? • How can I give and get enthusiastic consent? • How has my need for privacy changed and what are my rights over my body? • How am I responsible for my personal hygiene? • Which infections can be spread by sexual activity and how do condoms work? • Can I identify sources of reliable information? 	<ul style="list-style-type: none"> • Changing relationships • Trust, honesty mutual respect • Love • Gender differences • Puberty • Masturbation • Media & technology • Body image • LGBTQ, diversity & prejudice • Sexting • Consent • FGM • STIs & HIV/AIDS • Contraception • Privacy & confidentiality
<ul style="list-style-type: none"> • Can I communicate sensitively in my relationships? • What is coercion and what does it look like in intimate relationships? • Do I understand what sex is and the physical and emotional effects? • How does the media portray sex and how might this affect people's views? • What is the level of sexual activity amongst my peers? • How will I know if I feel ready for an intimate/sexual relationship? • Which technology safety rules are of special importance in intimate relationships? • Which sexual behaviours pose risks for transmission of STIs and HIV/AIDS? • What do I understand about different forms of contraception? • What are the responsibilities of parent/carers for teenaged children? • Can I identify trusted sources of support for sexual health? 	<ul style="list-style-type: none"> • Negotiation • Anticipating sexual relationships • Coercion • Pornography • Social norms • Personal morality • Sexual orientation and LGBTQ • Consent • Safer sex • Contraception • Sources of support • E-safety



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Key Stage 4 (years 10 & 11)

Key Questions

- How can I delay sexual intimacy until I am sure I am ready?
- What are the characteristics of an abusive intimate relationship?
- What is domestic abuse?
- What are the experiences of young parents?
- Why do some people adopt or foster children?
- How do lifestyle choices affect fertility and foetal development?
- How does fertility change over your lifetime?
- Why do people choose cosmetic or aesthetic procedures?
- How might media portrayals of sex influence people's views?
- What are the terms for describing different identities?
- What are the views of different faiths/cultures about sex and relationships?
- How does the use of alcohol/drugs affect safety in relationships?
- What is a consensual sexual relationship?
- What does the law say about rape and consequences?
- What are honour-based violence and forced marriage?
- How will health care professionals treat my personal information?
- What are the options when a pregnancy is unwanted?
- How do I access local services?

Topic Area

- Assertiveness
- Exploitation
- Abuse and FGM
- Domestic violence
- Pornography
- Young parents
- Adoption/ Fostering
- The foetus & fertility
- Cosmetic procedures
- Sexual attraction
- Hetero/homosexuality
- Non-binary gender
- Trans/cis gender
- Abortion
- Alcohol, drugs & sex
- Consent and rape
- Victim blaming
- Confidentiality
- Criminal convictions



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HOW CAN I TALK TO MY CHILD ABOUT RELATIONSHIPS AND SEX?

- Talk while you're doing something else –washing up, driving.
- Enjoy talking. Laugh with each other, not at each other –it can reduce embarrassment and stress.
- Listen rather than judge. Ask them what they think.
- Answer questions and don't be afraid to say you don't know.
- Always respond. Give the message it's good to talk about sex and relationships.
- If it feels too personal, talk about people in books, films or soaps.

HOW ELSE CAN I SUPPORT RSE?

- You can ask at school for more information about the RSE provided.
- If you are interested in supporting the school in reviewing RSE, please let us know.

WHAT DO CHILDREN AND YOUNG PEOPLE THINK?

Young people want to talk to their parents about relationships and sex, but that can be daunting for a parent.

One group of 10-16 year olds came up with these helpful pieces of advice for parents:

- Take responsibility for talking to us. Don't just wait for us to ask.
- If we ask you things, always tell the truth. Don't put it off or say 'I'll tell you when you're older.'
- Don't be angry and try not to be embarrassed.
- Don't save it all up for a one-off 'birds and bees' lecture. We'd rather you talked naturally, little and often.

- Wait until we're at home and on our own together to avoid embarrassment.
- Make sure we know what you're talking about and let us ask you questions.
- If we ask what a word means, ask us what we think the word means first.
- Don't laugh at us or spread gossip about what we have been talking about.
- If you don't know something, be honest and say that you don't know.
- Give us books or leaflets, but talk to us too.
- Don't expect school to tell us everything – we want to hear from our parents too.

USEFUL CONTACTS

FPA www.fpa.org.uk/help-and-advice/advice-for-parents-carers

PARENT CHANNEL www.parentchannel.tv

SEX EDUCATION FORUM www.sexeducationforum.org.uk/media/6360/talk-to-your-children.pdf

THINKUKNOW www.thinkuknow.co.uk/parents/

NHS www.nhs.uk/Livewell/Talkingaboutsex/Pages/Talkingtoyourteen.aspx