

PSHE



Curriculum Aims, Delivery & Content



Bottisham Village College

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<p>Curriculum aims All years</p>	<p>Our PSHE curriculum, which incorporates RSE, aims to empower all students to:</p> <ul style="list-style-type: none"> • Be safe, active, informed and healthy members of the communities in which they work and live, able to flourish and thrive in the diverse local and national settings that they will inhabit as adults. • Celebrate diversity, and to respect difference and individual liberty whilst recognising the importance of democracy and the rule of law. • Make good, thoughtful and informed choices about a range of issues, including those to do with their health, their finances, their management of risk, their political decisions and their relationships • Enjoy safe, respectful, mutually supportive relationships, with their friends, their families, and their intimate partners. <p>During their time at Bottisham, PSHE students study topics related to the broad themes of:</p> <ul style="list-style-type: none"> • Health and well being; • Relationships • Living in the Wider World. <p>Our curriculum is flexible and reacts to need. For example, we shall respond to issues that arise in the media, or issues that are revealed by the Health Related Behaviour Survey, or issues that arise in school.</p> <p>Our delivery of the curriculum will be supported where appropriate by Assemblies, Form time provision, and special events, for which the normal school curriculum might be collapsed.</p> <p>Our curriculum will link to and mutually complement the curriculum as a whole:</p> <p>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 and Art: Body Image and Image Manipulation</p> <p>Key Concepts are revisited as students progress so that they:</p> <ul style="list-style-type: none"> • Look at these topics and how they apply to an increasingly broad range of contexts, starting with the school and family, and moving on to the broader world outside school. • Look at these topics and how they apply to a broader range of relationships, starting with, for example friendships, and moving on to an understanding of the more complex dynamics of intimate relationships • Look at these topics and see the rationale for any choices that they make with regard to them, starting with being told what the right thing to do is, and moving on to be able independently to apply important underlying principles to specific situations so that a good outcome is achieved. • Look at these topics and see how risk can be effectively managed, starting with risks in controlled environments such as school, and moving on to how they can independently manage risks in the broader world outside school 			
<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 1241 952 1437"> <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="952 1241 1520 1398"> <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="1520 1241 2141 1366"> <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 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?• Which infections can be spread by sexual activity and how do condoms work?• Can I identify sources of reliable information?• What does a healthy relationship look like, in all settings• What risks do vaping, tobacco and alcohol have?• What is a gang and what are the consequences of being in one?• What is sexual harassment and what impact does it have?• How can I keep myself safe online?• What is bullying and what effect does it have on others?• What impact does stereotyping and discrimination have on others?• How can I develop communication skills of active listening, compromise and conflict resolution?	<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



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Key Stage 3 (years 7,8 & 9) Continued Key Questions	Topic Area
<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? • 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
Key Stage 4 (years 10 & 11) Key Questions	Topic Area
<ul style="list-style-type: none"> • 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? • 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? 	<ul style="list-style-type: none"> • Assertiveness • Exploitation • Abuse and FGM • Domestic violence • Pornography • Young parents • Adoption/ Fostering • The foetus & fertility • Sexual attraction • Hetero/homosexuality • Non-binary gender • Trans/cis gender



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- 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?
- What different levels of intimacy exist in a relationship?
- How do I know what forms of intimacy I am happy with?
- What are the symptoms of, and treatments for, STIs
- How do I access contraception and choose the right form for me
- How do I access support for harassment and stalking
- What is the role of pleasure in intimate relationships?
- What attitudes do people have about sexual assault and what impact do these have?
- What are my values and how do they influence my relationships?

- 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