

PSHCE & SRE



Curriculum Information, Intent and Map

Hutton Church of England Grammar School

Staff:

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Intent:

Personal Development is designed to ensure all pupils are given the experience, knowledge and skills to become full and active members of society throughout their life span. There are many elements to the Personal Development curriculum including Relationship and Sex Education and Health & Well Being which follow the DfE guidelines and statutory requirements. This is currently delivered through discrete lessons for KS3 & KS4 as well as school wide bespoke enrichment sessions throughout the academic year and has been designed to facilitate the learning of ALL pupils who attend Hutton Grammar School.

Personal Development is a diverse curriculum, enabling our young people to form balanced opinions and make informed decisions regarding their own lifestyle choices and their own sense of personal identity. Additionally, Personal Development at Hutton Grammar School should allow for empathy, understanding and respect for other people's life style choices. It is our responsibility to ensure our pupils can make informed and responsible judgements for their own and other people's well-being and behaviour. All of which is encompassed under the Church of England expectations of young people as well as considering and respecting all other faith denominations that attend the school.

The PD curriculum is a spiralling program and pupils will develop their understanding of certain topics as they progress through the school. All students will be taught in their ability classes, accessing the same information and given the same

opportunities to reflect upon the knowledge. They are also guided to challenge their understanding through a range of activities and consider new or different perspectives to develop their personal characteristics necessary for life in an evolving and diverse society. The intention of the Personal Development Curriculum is to provide all of our students with the knowledge and skills to make safe, responsible and informed choices in and out of school and more importantly, throughout their lives.

The subject also involves the careers aspect of a pupil's experience at Hutton Grammar School and our delivery of this is in line with the Gatsby Benchmarks. Each pupil will encounter a range of work related experiences which will raise their future aspirations and enable them to plan for their future effectively. These encounters will develop throughout their time at Hutton Grammar School from Year 7 through to Year 11 and beyond. By the time our pupils leave Hutton Grammar School, they will have a broad understanding of the career options available to them in the local area, in-depth knowledge of the pathways into their chosen field and develop an understanding of the skills required in the workplace for a successful life ahead. It is our responsibility to our pupils to ensure they can make informed and meaningful decisions about their future aspirations. Again, this is focused around building our pupils knowledge and experience of working life; to develop their skill set and personal attributes to cope in the workplace and to ensure they understand their own strengths and the positive contribution that they can make in the world beyond school.

Overall, Personal Development at Hutton Grammar School aspires to prepare our young people to take their place in society as responsible citizens and to be effective in the role that they choose to play in that society.

'Whatever you do, work at it with all your heart'.

As PSHCE covers a wide range of topics and subject areas it falls both within Citizenship and Relationships/Relationships and Sex Education/Health Education, the latter of which becomes compulsory for all Secondary School students in September 2020.

Further Information regarding the school's approach to teaching aspects of these areas can be found within the Careers and RSE Policies on the school's website.

Citizenship Programmes of Study: Key Stage 3 & 4 National Curriculum in England

Purpose of Study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- ♣ acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- ♣ develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- ♣ develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- ♣ are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Key Stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. 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.

Pupils should be taught about:

- ♣ the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- ♣ the operation of Parliament, including voting and elections, and the role of political parties
- ♣ the precious liberties enjoyed by the citizens of the United Kingdom
- ♣ the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- ♣ the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- ♣ the functions and uses of money, the importance and practice of budgeting, and managing risk

Key Stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- ♣ parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- ♣ the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- ♣ other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- ♣ local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- ♣ human rights and international law
- ♣ the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- ♣ diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- ♣ the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- ♣ income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

Relationships Education, Relationships and Sex Education (RSE) and Health Education

By the end of Key Stage 4 schools should continue to develop knowledge on topics specified for Primary and in addition cover the following content

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)

Curriculum Map KS3:

	Autumn Term 1 Health & Well Being	Autumn Term 2 Health & Well being	Spring Term 1 Sex Education & Relationships	Spring Term 2 Living in the Wider world	Summer 1 Sex Education & Relationships	Summer 2 Sex Education and Relationships / well being
Year 7	Transition to secondary school *Transition – including Mental Health & Well being in current climate Introduction to Unifrog	Healthy Diets Introduction to alcohol, tobacco and other substances	Diversity prejudice and discrimination and disability prejudice Cyber Bullying Managing on and off-line friendships	Living in a Democracy How laws are made Laws for children (Environmental project) Careers/Unifrog	Self Esteem, romance and friendships Exploring family life	Managing Puberty and the issues of unwanted contact. FGM
Year 8	*Transition – including Mental Health & Well being in current climate Introduction to Unifrog	Building & Maintaining self esteem and body Image. The risks of alcohol and drugs	Tackling racism and religious discrimination, promoting Human Rights Introduction to on-line safety and digital footprints	Rights and Responsibilities in the community (International Charity Project) Careers/Unifrog	Introduction to sexuality and consent Introduction to Contraception including condom and the pill.	Managing change and loss Role of Media in some of the topics looked at this year.
Year 9	*Transition – including Mental Health & Well being in current climate – managing stress Introduction to Unifrog Peer Pressure – influence of Gangs knife Crime	Self Harm Healthy Lifestyles Gambling	Tackling homophobia, transphobia and sexism Managing Conflict at home and the dangers of running away from home	Role of the Military Services and Emergency Services Role of United Nations. Careers/Unifrog	Healthy and unhealthy relationships and consent marriage Managing Change, Grief and Bereavement	On-line safety - child sexual exploitation, laws. Catfishing Up-skirting
Year 10	*Transition to KS4 Transition – including Mental Health & Well being in current	Exploring the influence of role models Evaluating the social and emotional risks of drug use.	Tackling relationship myths and expectations	Understanding the causes and effects of debt	Careers/Unifrog Risks of Sexting, STI's and pornography	Contraception, different families and parenting skills

	climate – Breaking the Stigma	Careers /Unifrog	Managing romantic relationship challenges including break ups.	Understanding the risks associated with Gambling.		
Year 11	*Transition – including Mental Health & Well being in current climate Coping with exam preparation and stress in uncertain times. Introduction to Unifrog	Considering health & safety in independent context Taking responsibility for life choices Careers / Unifrog	Challenging extremism and radicalisation British Values, Human Rights and community cohesion	Finance – life-long financial understanding and skills. Rights of Employers, H&S laws Unifrog	Personal Values Assertive communication in relationships Tackling domestic abuse and forced marriages	

*Guidance from DfE (June 2020) emphasis upon Mental Health – Ensuring that our pupils are ready to be back at school and prepared future challenges and opportunities.

Where applicable LGBT will be themed within topics