


# PSHCE & SRE



# Curriculum Information, Intent and Map

Hutton Church of England Grammar School

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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 since September 2021. This is currently delivered through discrete lessons for KS3 and 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. KS5 also receive discrete lessons and enrichment sessions to further our Personal Development provision to all students.

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, ensuring dignity is upheld at all times. 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 2021.**

**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:**

<b>Year</b>	<b>Half term 1</b>	<b>Half term 2</b>	<b>Half term 3</b>	<b>Half term 4</b>	<b>Half term 5</b>	<b>Half Term 6</b>
	<b>Health &amp; Well Being</b>	<b>Living in the Wider World -</b>	<b>Relationships</b>	<b>Health and Well Being</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
<b>7</b>	Creating good PD class environment Transition to secondary school <i>Equality: recognising and addressing sexually (and other) harassing behaviour.</i> managing mental health & well being  Managing Risky Behaviour & Personal Safety Basic First Aid  Introduction to Unifrog	Considering careers – raising aspirations  Democracy  Parliament and Law  Laws and rights Affecting Children  What is crime?	<i>All topics will return to equality theme throughout;</i>  Diversity prejudice and discrimination and disability prejudice  Cyber Bullying  Friendships - Healthy & Toxic Managing on and off-line friendships (friendship boundaries)	Lifestyle choices Healthy Eating Smoking Vaping Alcohol Sleep Habits	Knife Crime (County Lines)  Commitment  Different Types of Families  Puberty boys and girls  <i>Ties with Equality</i> :Consent – wanted and unwanted behaviour Sexual harassment  Empathy & Literacy	Finances Saving Borrowing Budgeting Financial choices (Finance Guest speaker and follow up sessions) New Community Project  Unifrog - Employability skills

8	<p>Creating good PD class environment <i>Equality: recognising and addressing sexually (and other) harassing behaviour.</i></p> <p>Mental Health &amp; Well being (coping with peer pressure)</p> <p>Personal Safety Drugs Alcohol</p> <p>Unifrog</p>	<p>Employability Skills</p> <p>Equality of Opportunity (Work place)</p> <p>Types of work</p> <p>Career Choice Aspirations</p> <p>Network Rail Safety</p>	<p><i>All topics will return to equality theme throughout;</i></p> <p>Tackling racism and religious discrimination, promoting diversity &amp; equality (introducing Human Rights)</p> <p>Introduction to on-line safety and digital literacy Media reliability</p> <p>Influence of peer pressure</p>	<p>Puberty – Hygiene Shaving</p> <p>Body Image Self esteem Sleep factors</p> <p>( over-consumption of energy drinks)</p> <p>Hooks into Gambling</p>	<p>Introduction to sexuality and gender identity</p> <p>Introduction to Male Identity and Aggression</p> <p><i>Ties with Equality</i> Introduction to consent – sexual and respectful behaviour</p> <p>Female genital Mutilation</p>	<p>Environment</p> <p>Rights and Responsibilities in the Community</p> <p>British Values</p> <p><i>; Ties with Equality</i> Influence of media – fake news</p> <p>New Community Project</p> <p>Careers/Unifrog</p>
	<b>Health &amp; Well Being</b>	<b>Living in the Wider World</b>	<b>Relationships</b>	<b>Health and Well Being</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
9	<p>Creating good PD class environment <i>Equality: recognising and addressing sexually (and other) harassing behaviour.</i></p> <p>Well being – self esteem and managing stress</p> <p>Handling worry and Stress</p> <p>knife Crime</p>	<p>Introduction to Unifrog</p> <p>British Armed Forces</p> <p>United Nations</p> <p>Gambling</p> <p>Introduction to post 16 pathways and options.</p>	<p><i>Ties with Equality</i> Tackling homophobia, transphobia and sexism LGBT+ inclusivity</p> <p><b>Careers Option Choices</b> (GCSE Option Choice research including Labour Market Information Unifrog)</p>	<p>Healthy lifestyle Diet &amp; exercise</p> <p>Lifestyle balance Healthy choices Linking choices and mental health</p> <p>Understanding Eating Disorders and Self harm</p> <p>Influence of Media – Fictions V;s reality</p>	<p><i>Ties with Equality</i> Healthy and unhealthy relationships and consent Marriage (<i>LGBT+ inclusivity</i>)</p> <p>Managing Change, Grief and Bereavement</p> <p><i>Ties with Equality</i> Self Worth romance and friendships introduction to assertive communication and</p>	<p>On-line safety - child sexual exploitation, laws.</p> <p>Money Budgeting, Loans</p> <p>Understanding payslips</p> <p>UK Work (U18's) and child labour.</p>

	Drugs & alcohol & peer pressure					<p>consent Intro to sexting, up skirting and challenging media myths</p> <p>Families – separation in families, changing relationships (<i>LGBT+ inclusivity</i>)</p> <p>Conflict at home – running Away</p>	New Community Project First Aid
<b>10</b>	<p>Creating good PD class environment</p> <p>Transition to KS4 including managing well being <i>through stress, exam,</i></p> <p><i>Maintaining Resilience through periods of change.</i></p> <p><i>Equality: recognising and addressing sexually (and other) harassing behaviour.</i></p> <p>What to do in an attack (Knife / Gun)</p>	<p>Unifrog – careers employability skills</p> <p>Managing Debt - Understanding the causes and effects of debt</p> <p>Understanding the risks associated with Gambling.</p> <p>Staying in control of money</p> <p>Preparation for Work Experience</p>	<p><i>All topics will return to equality theme throughout</i></p> <p>Prejudice &amp; Discrimination Racism</p> <p><i>(LGBT+ inclusivity)</i></p> <p>Managing romantic relationship challenges including break ups introducing revenge porn. Tackling relationship myths and expectations</p>	<p>Evaluating the social and emotional risks of drug &amp; alcohol use.</p> <p>The importance of sleep</p> <p><i>Ties with Equality</i> Exploring the influence of role models and social media</p> <p>Careers Unifrog</p>	<p><i>All topics will return to equality theme throughout (LGBT+ inclusivity)</i></p> <p>Healthy &amp; Unhealthy Relationships- abuse</p> <p>Sexual Consent</p> <p>Sharing Sexual Images</p> <p>STI's and contraception</p> <p>Impact of pornography on relationship expectations and behaviours</p>	<p>different families and parenting skills(<i>LGBT+ inclusivity</i>)</p> <p>Bereavement &amp; loss</p> <p>Child Sexual Exploitation</p> <p>New Community Project</p>	

	Health & Well Being	Living in the wider world	Relationships	Living in the wider world	Health & well Being/relationships	
<b>11</b>	<p>Creating good PD class environment <i>Equality: recognising and addressing sexually (and other) harassing behaviour.</i></p> <p>Managing well being: exam Stress</p> <p>Challenging stereotypes Toxic masculinity</p> <p>Male health – Testicular Self Assessment, Prostate (insight to female health breast and cervical cancer)</p> <p>First Aid</p>	<p>Post 16 Pathways and options (Unifrog work)</p> <p>Responsible Choices – Careers Options and FE Research (Unifrog)</p> <p>Preparing for Mock Interviews;</p> <p>Personal statement Writing</p> <p>Mock Interview Prep</p> <p>Rights of Employers, H&amp;S laws</p>	<p>British Values and Human rights focusing on Addressing &amp; Challenging extremism and radicalisation</p> <p>Child Crime exploitation Child labour exploitation Child Sexual Exploitation</p>	<p>Revision skills</p> <p><i>Trialling wotwudodo RSE resources</i></p> <p>(Finance – life-long financial understanding and skills)</p>	<p><i>; Ties with Equality (LGBT+ inclusivity)</i></p> <p>Tackling domestic abuse and forced marriages Female Genital Mutilation</p> <p><i>(LGBT+ inclusivity)</i></p> <p><b>Families</b>, parental responsibility, fatherhood and changing relationships.</p> <p>KS5 Transition</p>	

## Year 12

KS5 –Lower 6 PD Annual Plan 2021-20

Allocation 3x 4hr Drop Down Sessions

4 Hours Drop Down Session

## **Event 1 – Relationships**

### **Session Content**

- Forming and Managing Respectful Relationships – maintaining friendships and holding boundaries, managing respectful intimate relationships, managing breakup of relationships including online.
- Equality – recognising and challenging sexist, racist and homophobic behaviour and language. Challenge that behaviour and language that has become normalised. Where to seek support
- Bullying, abuse and discrimination Recognise different forms of abuse and how to exit unhealthy relationships
- Online Safety – how social media expands, distorts or limits perspectives. Recognise bias, propaganda and manipulation online (critical consumer)

## **Event 2 - healthy Lifestyles**

### **Session Content**

- Mental health & Wellbeing – Managing own well being and recognising mental health conditions, recognising when they and others need support and where to find that support.
- Body Image and Self Esteem - Managing transitional changes, idealism and body image, self-esteem, body enhancement, alteration and long-term effects.
- Drugs Alcohol and Smoking – managing drug use – immediate and long-term health, personal safety and decision making under influence of drugs and alcohol, when to summon support from emergency services irrespective of legal implications.
- Personal Health –Female health breast awareness and self-examination (links into male health) Testicular Self-examination and cervical screening. Sun safety.

Event 3 - Managing Risk Personal and Professional Lives	
Session Content	
	<ul style="list-style-type: none"> <li>• Manage Personal Safety, cycling, driving, passenger safety (driving) using licensed taxi's and getting home safely</li> <li>• Identifying and challenging radicalisation and extremism (one to one guest speaker talk or continuation of talk)</li> <li>• Recognise force marriages, FGM, honour based violence – how to get support for self or others they perceive to be in imminent risk.</li> <li>• Employability Rights and Responsibility – Professional conduct and following H&amp;S protocols. Workplace confidentiality and online security. Personal online presence that may impact professional reputation. How to challenge inappropriate workplace behaviours.</li> <li>•</li> </ul>

<b>On Going Activity Choices and Pathways and Work and Career</b>	
Session Content	How completed (during discrete 1 hr lesson a week) or during student personal time or other bespoke events.
<p><b>Choices and pathways</b></p> <ul style="list-style-type: none"> <li>• to be enterprising in life and work</li> <li>• to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills</li> <li>• to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities</li> <li>• the implications of the global market for their future choices in education and employment</li> </ul> <p><b>Work and Career</b></p> <ul style="list-style-type: none"> <li>• how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities</li> <li>• how to produce a concise and compelling curriculum vitae and prepare effectively for interviews</li> <li>• how to recognise career possibilities in a global economy</li> </ul>	<p>Completing activities on Unifrog (Including completion of Personal Statements)  Completion of UCAS Applications  Appointments with school career advisors as required  Trips to HE institutions  Guest Speakers from HE institutions</p> <p>Completion of Personal Statements  Completion of UCAS Applications  Completing Activities on Unifrog  Completion of Work Experience (Virtual 2020-21)</p>



## Year 13

### U6 – PD Annual Plan 2021-20

#### Allocation 28 hours

20 Hours in discrete lessons – Spring Term onwards / 2 x 4 hour drop down days – Autumn Term - December & Spring Term

#### **Event 1 – Relationships**

Focus on **Relationships**

##### **Session Content**

- Discrimination and Prejudice – celebrating Cultural Diversity
- Equality / harassment - recognising and challenging sexist, racist and homophobic behaviour and language. Challenge that behaviour and language that has become normalised. Where to seek support
- Challenging prejudice and Discrimination
- When and how to report or access help from themselves and others in relation to extremism and radicalisation??

#### **4 Hours Drop Down Session**

#### **Event 2 – Relationships – Spring Term**

Focus on **Relationships**

##### **Session Content**

- Consent: Understand the moral and legal responsibilities and gaining consent. What consent needs gaining for. Respecting peoples; right to give, not give, withdraw their consent including online. How to recognise and seek help with sexual abuse, exploitation, rape and the process.
- Contraception - understand implications of unintended pregnancy, consider pro's and cons of delaying conception, contracept types and evaluate their effectiveness in different situations, pathways of support for unintended pregnancy.
- Parenthood
- Sexual Health – Understanding different types of contraception in different relationships, how to reduce risk of STI's with using contraception, taking responsibility for own sexual health seeking support and regular testing. Responsibility of honesty of sexual history and sexual health with intimate partners.

**Lesson 1****Session Content – work place**

- Employment Law and responsibilities including cyber security and data protection
- Rights and responsibilities as students in casual, part-time jobs including the 'gig economy'

**Lesson 2****Session Content – work place**

- Importance of professional Conduct in different work environments following H&S Protocols
- Role of trade unions and professional organisations: when and how to challenge workplace behaviours

**Discrete Lessons from Spring Term onwards****Lesson 3****Session Content – work place**

- Recognise opportunities to build meaningful relationships in the workplace and the boundaries of professional relationship's
- To recognise bullying and harassment in the workplace in all forms and how to seek and provide support to resolve situations