



MOUNT

ST MARY'S | BARLBOROUGH HALL

PSHEE and RSE Policy

ISI Regulatory Code – 2 f

Policy written by: J Murphy and S O'Neill

Policy Date: September 2022

This Policy is for: Mount St Mary's College

Linked Policies: Behaviour Policy, Safeguarding Policy

Review date: September 2023

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Introduction

"Go forth and set the world on fire." (St Ignatius of Loyola)

"A little holiness and great health of body does more in the care of souls than great holiness and little health." (St Ignatius of Loyola)

Overview

The PSHEE programme is a key element of the holistic curriculum that we offer at Mount St Mary's College and is aligned to our principles and values (as set out in Appendix 1 of this document). It aims to foster the personal, moral, spiritual, social, economic and cultural development of all our students, as well as helping to care for their mental wellbeing and build resilience. It aims to inspire and encourage our students to become men and women for others and to act as responsible citizens in this community and in their future communities. In this way it fosters positive relationships amongst our students. Our Curriculum Map is thorough and takes into account the age and feelings of all our pupils. Lessons and tasks are differentiated to reflect the diverse needs of our pupils. This policy and the curriculum map will be reviewed annually, taking into account parent and student voices.

PSHEE Curriculum Aims

Promote the spiritual, moral, cultural, mental and physical development of students at the College;

Prepare our students for the opportunities, responsibilities and experiences of later life and to encourage them to be men and women for others, may due regard to the attributes of the Jesuit Pupil Profile.

Build resilience and promote positive mental health.

Teach students how to ask for help and where to seek guidance when it is needed.

Curriculum Overview

- Health issues: sex education, drugs and addiction, first aid, mental health, maintaining a healthy lifestyle.
- Personal issues: self-awareness, self-esteem, relationships, emotional wellbeing and mental health interventions, duty of care, child protection, safety and safeguarding, including specific coverage of online issues, including cyber-bullying and peer-on-peer; sexual harassment.
- Social issues: relationships including family, friends, workplace, teams, disabled people, protected characteristics, and an understanding of the Equality Act of 2010, workplace law and legislation, and specific learning and engagement around British Values with an emphasis on Human Rights
- Emotional literacy: supporting personal and social development by encouraging resilience, positive self-esteem and confidence. The moral and ethical aspects of issues are discussed to enable students to explore their own feelings and thoughts, as well as developing emotional empathy. The moral and ethical aspects are continually linked to the teachings of the Catholic Church via use of TenTen Resources.
- Economic Wellbeing: managing personal finances, banking, saving, budgeting, credit lending, interest, avoiding debt.

As an independent secondary school, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

As a Catholic school we also seek to ensure that our provision complies with the relevant provisions of the Equality Act 2010.

The Sex Education Forum's 'Twelve principles' of good quality RSE, which are supported by the PSHE Association, children's charities and education unions, and which was published November 2017 has guided us in our planning and implementation of RSE.

We are therefore committed to relationships and sex education which:

- Has well planned, timetabled lessons across Key Stage 3, dropdown days for key stages 4 and 5, dedicated sessions in tutor groups and 'Ethics and Beliefs' lessons in Key Stage 5.
- Delivers lessons where pupils feel safe to ask questions and participate by using a variety of teaching approaches with opportunities to develop critical thinking, problem solving and relationship skills;
- Is based on reliable and current sources of information, distinguishes between fact and opinion and is unbiased;
- Takes into account the teachings and views held by the Catholic Faith;
- Gives a positive view of human love and sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity;
- Guides pupils into making healthy and safe choices;
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views;
- Includes learning about how to get help and treatment from sources such as the School Nurse, The Chaplaincy and other health, advice and counselling services, including reliable information online;
- Promotes gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and throughout the school and wider communities;
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities and those from other cultures and faiths;
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online;
- Reviews current Ofsted and Government advice and acts on changes as they occur, such as online sexual harassment.

This policy is available to the parent and pupil body, professional colleagues and governors for reviewing and consultation. It should be noted, however, that the College's governing body ultimately holds the final responsibility for the policy and the subsequent learning in the curriculum.

Up to the age of 16 parents are able to withdraw their child from RSE lessons. To do so they must contact the Second Master for a discussion in order to confirm their reasons for this. They may contact the Second Master by e-mail: jmurphy@msmcollege.com. Once a child is 16 years of age if they wish to attend RSE lessons they may do so.

PSHEE and RSE curriculum maps are included as appendix 2 of this document. These maps include the specific topics taught in each year group for RSE and when these topics are taught. This includes form times, assemblies and drop down days, as well as timetabled lessons in Key Stage 3 (Years 7-9) and Key Stage 5 (Years 12-13).

The policy may be used by:

Teachers, who look to it to guide their lesson planning, and to help them feel safe and secure in their delivery of PSHEE

Parents, wishing to view both the PSHEE curriculum content and the values the school is promoting.

Health professionals, visiting speakers, inspectors, who need to know the aims, objectives and values of MSM's approach to PSHEE and RSE.

The governing body.

Diversity and Inclusion

Our PSHE policy is sensitive to the wide range of religious and cultural views which may be held by the very diverse pupil population of our school.

It includes clear, factual information on matters such as the changes of puberty, abortion and contraception, as well as covering the law in relation to, for example, the age of consent, forced marriage and female genital mutilation (FGM).

As a Jesuit School we do pay due regard to the teachings of the Catholic Faith when discussing sexual relationships.

Mount St Mary's College, like all public institutions, has a legal responsibility to pay due regard to equality and all legislation relating to it. Our PSHE program fosters gender and LGBT+ equality, and it challenges all forms of discrimination and bullying, in line with the Equality Act 2010. We foster respect amongst our community of how pupils choose to identify themselves and we understand that their sexual orientation and gender identity may be 'emerging'.

Our College's RSE curriculum meets the diverse needs of all of our students, including those with special educational needs and disabilities.

Appendix 1 – The School’s Principles and Values

'The Mount is an inclusive co-educational school and families of all faiths and none and backgrounds are welcome here.'

The Mount and Barlborough Hall School is an inclusive co-educational school where families of all faiths and none and backgrounds are welcome here, to study, to work and to participate.

Through the pursuit of excellence in all we do at the Mount and Barlborough Hall School and by caring for the whole person, we produce grateful and generous, learned and wise young men and women of conscience, compassion and competence.

We are a **Jesuit school**, founded in 1842 for "improvement in living and learning for the greater glory of God and the common good". St Ignatius Loyola, a founding father of the Society of Jesus.

Jesuit schools are Catholic communities characterised by their Christian mission and Ignatian identity. The following vision of Jesuit schools comes from one of the key documents on Jesuit education.

Jesuit schools should be places:

- Where people are believed in, honoured and cared for
- Where natural talents and creative abilities are recognised and celebrated
- Where individual contributions and accomplishments are appreciated
- Where everyone is treated fairly and justly

- Where sacrifice on behalf of the economically poor, the socially deprived and the educationally disadvantaged is commonplace
- Where each of us finds the challenge, encouragement and support we need to reach our fullest individual potential for excellence;
- Where we help one another and work together with enthusiasm and generosity, attempting to model concretely in word and action the ideals we uphold.

Our mission is to know our pupils, understand them, challenge and support them so that they grow to be fulfilled, purposeful and happy members of society who care in the proper sense for others and themselves.

Our Values

At the Mount and Barlborough Hall School we proudly embrace the guiding principles of the Catholic faith and the Jesuit approach to teaching and learning. These core values have stood the test of time: they are simple, effective and universal.

Our values are lived by everyone at our School, Catholic, non-Catholic, with and without a religious faith.

1 . C U R A P E R S O N A L I S

Care for the whole person: Attention is paid to every aspect of a pupil's growth and development.

2 . T H E M A G I S

The pursuit of excellence: We ask the best of everyone, across the school community, in all things.

3 . I N T E G R I T Y

We are honest, have strong moral principles and a faith-based values system.

4 . M A T U R I T Y

A child's journey towards independence and responsibility is our focus from the moment they join us.

5 . H O L I S T I C E D U C A T I O N

Time, space and energy is devoted to the spiritual, intellectual, emotional, creative and physical formation of each pupil.

6 . S H A R I N G J O Y

Jesuit schools pioneered prize-giving. The pursuit of excellence yields success and achievement and we celebrate pupil accomplishments every week.

7 . G R A T I T U D E

Giving thanks for all that is good in our lives, at school and beyond develops a spirit of appreciation.

Appendix 2: Pastoral and PSHEE Curriculum including Relationships and Sex Education

AMDG

Pastoral Curriculum: Calendar 2022-3

Upper Elements

Week Commencing	Tutor Focus	Year Group Assembly Focus	PSHEE	Friday Enrichment (7-9)
5.9 – A	New School	New School	Getting to know you	
12.9 B			Friendships	Wellbeing Focus
19.9 A	Friendships; Conflict Resolution; Bullying	Friendships	Resolving conflict	
26.9 B			Bullying	
3.10 A	Black History Month	Black History Month	Racism	
10.10 B			Homophobia	
HALF TERM				
31.10 A	Remembrance		Healthy Lifestyle	Wellbeing Focus
7.11 B		Armistice Day 11.11	Balanced diet	
14.11 A	Wellbeing Focus	Wellbeing Focus	Exercise	
21.11 B			A healthy body	
28.11 A	St Wilfrid's Centre Appeal		Mental Health	
5.12 B		Feast of the Immaculate Conception 8.12	Depression	
12.12 A			Coping - building resilience	
CHRISTMAS				
9.1. B	Heroes		Healthy Eating	Wellbeing Focus
16.1 A		MLK DAY 17.1.	Energy drinks	
23.1 B	Fake News		Smoking	
30.1 A		HOLOCAUST MEMORIAL DAY 27.1.	Drugs and Alcohol	
6.2 B			Recognising safe and unsafe situations	
HALF TERM				
20.2 A	Social Media	INTERNATIONAL STAND UP TO BULLYING DAY 25.2	On-line Safety and Cyber Bullying	Wellbeing Focus

27.2 B			Money - value and worth	
6.3 A	On-line Safety		Poverty in the UK	
13.3 B			Aspirations, needs and wants: Ethical Consumption	
20.3 A	Environmental Issues		Gambling	
27.3 B			Saving Budgeting	
EASTER				
17.4.A		Earth Day 22.4	RSE - TEN TEN	Wellbeing Focus
24.4 B	Wellbeing Focus		RSE - TEN TEN	
1.5 A			RSE - TEN TEN	
8.5 B	Wellbeing Focus	World Mental Health Week	RSE - TEN TEN	
15.5 A			RSE - TEN TEN	
22.5 B			RSE - TEN TEN	
HALF TERM				
5.6 A		Pride Month	British values	Wellbeing Focus
12.6 B	Wellbeing Focus		Democracy 1	
19.6 A			Democracy 2	
26.6 B			If I ruled the world	
3.7 A			Human rights	

SRSE – Relationships and Sex Education

Topics:

Changes, social and emotional
Girls and puberty
Boys and puberty
Love
Different relationships
Sexting and online safety

Figures

Week Commencing	Tutor Focus	Year Group Assembly Focus	PSHEE	Friday Enrichment (7-9)
5.9 – A	New Year	New Year	Human Rights	
12.9 B				Wellbeing Focus
19.9 A	Dialogue, debate and friendships	Dialogue, debate and friendships	Freedom of Speech	
26.9 B				
3.10 A	Black History Month	Black History Month	Equality	
10.10 B				
HALF TERM				
31.10 A	Remembrance		Mental Health	Wellbeing Focus
7.11 B		Armistice Day 11.11		
14.11 A	Wellbeing Focus	Wellbeing Focus	Separation and Divorce	
21.11 B				
28.11 A	St Wilfrid's Centre Appeal		Body Image and Healthy Eating	
5.12 B		Feast of the Immaculate Conception 8.12		
12.12 A				
CHRISTMAS				
9.1. B	Speaking Out with Eloquence		Drugs	Wellbeing Focus
16.1 A		MLK DAY 17.1.		
23.1 B	Fake News		Addiction	
30.1 A		HOLOCAUST MEMORIAL DAY 27.1.		
6.2 B			Alcohol	
HALF TERM				
20.2 A	Bullying	INTERNATIONAL STAND UP TO BULLYING DAY 25.2	Ethics of Money	Wellbeing Focus
27.2 B				
6.3 A	Wellbeing Focus	Wellbeing Focus		
13.3 B				

20.3 A	Environmental Issues	Environmental Issues	Sex and relationships	
27.3 B				
EASTER				
17.4.A		Earth Day 22.4	Assertiveness in Relationships	Wellbeing Focus
24.4 B	Wellbeing Focus	Wellbeing Focus		
1.5 A			Body image and puberty	
8.5 B	Wellbeing Focus	World Mental Health Week		
15.5 A			Sex and the Law	
22.5 B				
HALF TERM				
5.6 A	Careers	Pride Month	Careers	Wellbeing Focus
12.6 B				
19.6 A	Careers	Careers		
26.6 B				
3.7 A				

RSE

1. Sex and relationships – rights and responsibilities
2. Negotiation and assertiveness in relationships
3. Body image and puberty
4. Sex and the law including Sexting
5. Exploitation, physical and emotional abuse
6. Stereotypes

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Pastoral Curriculum: Calendar 2022-3

Rudiments

Week Commencing	Tutor Focus	Year Group Assembly Focus	PSHEE	Friday Enrichment (7-9)
5.9 – A	New Year	New Year	Young people and the law	
12.9 B			Violence in society	Wellbeing Focus
19.9 A	Friendships and bullying	Friendships and Bullying	Young people and knife crime	
26.9 B			Faith and values	
3.10 A	Black History Month	Black History Month	Civil responsibility	
10.10 B			Diversity	
HALF TERM				
31.10 A	Careers		My future – 5 years, 10 years, 20 years, 60 years	Wellbeing Focus
7.11 B		Armistice Day 11.11	Writing a CV	
14.11 A	Wellbeing Focus		Applying for a job	
21.11 B		Careers	Interview techniques	Options Choices Mon/Wed
28.11 A	Careers		Should I go to university?	
5.12 B		Feast of the Immaculate Conception 8.12	Resilience	
12.12 A			Careers	
CHRISTMAS				
9.1. B	Role Models		RSE -	Wellbeing Focus
16.1 A		MLK DAY 17.1.	RSE -	
23.1 B	Fake News		RSE -	
30.1 A		HOLOCAUST MEMORIAL DAY 27.1.	RSE -	
6.2 B	Social Media		RSE -	
HALF TERM				
20.2 A	On-line bullying	INTERNATIONAL STAND UP TO BULLYING DAY 25.2	RSE -	Wellbeing Focus

27.2 B			RSE -	
6.3 A	Sexual Harassment	Wellbeing Focus	RSE -	
13.3 B			RSE -	
20.3 A	Wellbeing Focus		RSE -	
27.3 B			RSE -	
EASTER				
17.4.A	Environmental Issues	Earth Day 22.4	Drugs and the Law	Wellbeing Focus
24.4 B			The War on drugs – supply chains	
1.5 A	Wellbeing Focus		Terrorism	
8.5 B		World Mental Health Week	Radicalisation	
15.5 A	Wellbeing Focus		Refugees and Asylum Seekers	
22.5 B			Islamophobia	
HALF TERM				
5.6 A	Dialogue and debate	Pride Month	Ethics and debating skills	Wellbeing Focus
12.6 B			Animal rights	
19.6 A	Wellbeing Focus	End of the year	Euthanasia	
26.6 B			Brexit	
3.7 A			Writing and delivering a speech	

Relationships and Sex Education (RSE)

Topics:

Healthy relationships
Domestic abuse
Sexual exploitation
FGM
Love and romance
Consent
Sexually transmitted infections
Contraception

Contraception
Abortion
Pregnancy
Pornography and sexting

Grammar

Week Commencing	Tutor Focus	Year Group Assembly Focus	PSHEE	Enrichment : Monday, Tuesday, Wednesday
5.9 – A	Start of School	Start of School		
12.9 B				
19.9 A	Wellbeing Focus	Wellbeing Focus		
26.9 B				
3.10 A	Black History Month	Black History Month		
10.10 B				
HALF TERM				
31.10 A				
7.11 B	Wellbeing Focus	Armistice Day 11.11		
14.11 A			PSHEE Week	Drugs, alcohol, tobacco
21.11 B	Drugs, alcohol, tobacco	Drugs, alcohol, tobacco		
28.11 A	St Wilfrid's Centre	St Wilfrid's Centre		
5.12 B		Feast of the Immaculate Conception 8.12		
12.12 A				
CHRISTMAS				
9.1. B	Civil Rights	Civil Rights		Wellbeing Focus
16.1 A		MLK DAY 17.1.		
23.1 B	Wellbeing Focus		Drop Down Day: <ul style="list-style-type: none"> • Bullying and abuse • Social Influences 	
30.1 A	Protest and by-stander intervention	HOLOCAUST MEMORIAL DAY 27.1.		
6.2 B				
HALF TERM				

20.2 A	On-line Bullying	INTERNATIONAL STAND UP TO BULLYING DAY 25.2		
27.2 B				
6.3 A	Media literacy and digital resilience		PSHEE Week	Managing Risk and personal safety
13.3 B				
20.3 A	Media literacy and digital resilience			
27.3 B				
EASTER				
17.4.A		Earth Day 22.4		
24.4 B	Wellbeing Focus			
1.5 A				
8.5 B	Wellbeing Focus	World Mental Health Week		
15.5 A				
22.5 B				
HALF TERM				
5.6 A		Pride Month		
12.6 B	Wellbeing Focus		PSHEE Week	RSE – relationships and consent
19.6 A				
26.6 B	Camp			
3.7 A				

Syntax

Week Commencing	Tutor Focus	Year Group Assembly Focus	PSHEE	Intervention: Monday, Tuesday, Thursday
5.9 – A				
12.9 B	Wellbeing Focus	Wellbeing Focus		
19.9 A				
26.9 B				
3.10 A	Black History Month	Black History Month		
10.10 B			PSHEE WEEK	Drugs, alcohol and tobacco
HALF TERM				
31.10 A	Wellbeing Focus			
7.11 B		Armistice Day 11.11		
14.11 A	Careers/Options			
21.11 B				
28.11 A	Careers/Options	A-level taster Day 29.11.22		
5.12 B		Feast of the Immaculate Conception 8.12		
12.12 A			PSHEE WEEK	Managing Personal Risk
CHRISTMAS				
9.1. B	Diversity and Equality			
16.1 A		MLK DAY 17.1.		
23.1 B	Diversity and Equality		Drop Down Day: <ul style="list-style-type: none"> • Bullying and abuse • Social Influences 	
30.1 A		HOLOCAUST MEMORIAL DAY 27.1.		
6.2 B	Study Skills			
HALF TERM				
20.2 A		INTERNATIONAL STAND UP TO		Wellbeing Focus

		BULLYING DAY 25.2		
27.2 B	Wellbeing Focus			
6.3 A				
13.3 B	Study Skills			
20.3 A				
27.3 B				
EASTER				
17.4.A		Earth Day 22.4		
24.4 B	Wellbeing Focus			
1.5 A				
8.5 B	Wellbeing Focus	World Mental Health Week		
15.5 A				
22.5 B				
HALF TERM				
5.6 A		Pride Month		
12.6 B				
19.6 A				
26.6 B	SIXTH FORM INDUCTION	SIXTH FORM INDUCTION	PSHEE WEEK	RSE Refresher: Safety on-line and at festivals Working life

Pastoral Curriculum: Calendar 2022-3

POETRY

Week Commencing	Tutor Focus	Year Group Assembly Focus	PSHEE/ETHICS AND BELIEFS	Intervention: Monday, Tuesday, Thursday
5.9 – A	New School	New School		
12.9 B				
19.9 A	Wellbeing Focus	Wellbeing Focus		
26.9 B				
3.10 A	Black History Month	Black History Month	PSHEE WEEK	Drugs Alcohol and Tobacco
10.10 B				
HALF TERM				
31.10 A			RSE	
7.11 B	Wellbeing Focus	Armistice Day 11.11	RSE	
14.11 A			RSE	
21.11 B	Study Skills	Study Skills	RSE	
28.11 A			RSE	
5.12 B	St Wilfrid's Appeal	Feast of the Immaculate Conception 8.12	RSE	
12.12 A			RSE	
CHRISTMAS				
9.1. B				
16.1 A	Wellbeing Focus	MLK DAY 17.1.		
23.1 B			Drop Down Day: <ul style="list-style-type: none"> • Bullying and abuse • Social Influences 	
30.1 A	Equity and Discrimination	HOLOCAUST MEMORIAL DAY 27.1.		
6.2 B				
HALF TERM				
20.2 A	Bystander intervention	INTERNATIONAL STAND UP TO BULLYING DAY 25.2		
27.2 B	Wellbeing Focus			
6.3 A				
13.3 B	Careers			

20.3 A				
27.3 B	Environment			
EASTER				
17.4.A		Earth Day 22.4		
24.4 B	Wellbeing Focus			
1.5 A				
8.5 B	Mental Health	World Mental Health Week		
15.5 A				
22.5 B	Careers/University			
HALF TERM				
5.6 A		Pride Month		
12.6 B	Wellbeing Focus			
19.6 A				
26.6 B			PSHEE WEEK (Poetry Only)	RSE Refresher: Safety on-line and at festivals
3.7 A				

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Pastoral Curriculum: Calendar 2022-3

RHETORIC

Week Commencing	Tutor Focus	Year Group Assembly Focus	PSHEE/ETHICS AND BELIEFS	Intervention: Monday, Tuesday, Thursday
5.9 – A	New School	New School		
12.9 B				
19.9 A	UCAS	UCAS		
26.9 B				
3.10 A	Black History Month	Black History Month	PSHEE WEEK	Drugs Alcohol and Tobacco
10.10 B				
HALF TERM				
31.10 A			RSE	
7.11 B	Wellbeing Focus	Armistice Day 11.11	RSE	
14.11 A			RSE	
21.11 B	UCAS	UCAS	RSE	
28.11 A			RSE	
5.12 B	St Wilfrid's Appeal	Feast of the Immaculate Conception 8.12	RSE	
12.12 A			RSE	
CHRISTMAS				

9.1. B				
16.1 A	Wellbeing Focus	MLK DAY 17.1.		
23.1 B			Drop Down Day: <ul style="list-style-type: none"> Bullying and abuse Social Influences 	
30.1 A	Equity and Discrimination	HOLOCAUST MEMORIAL DAY 27.1.		
6.2 B				
HALF TERM				
20.2 A	Bystander intervention	INTERNATIONAL STAND UP TO BULLYING DAY 25.2		
27.2 B	Wellbeing Focus			
6.3 A				
13.3 B	Study Skills			
20.3 A				
27.3 B	Study Skills			
EASTER				
17.4.A		Earth Day 22.4		
24.4 B	Wellbeing Focus			
1.5 A				
8.5 B	Mental Health	World Mental Health Week		
15.5 A				
22.5 B	Study Skills			
HALF TERM				
5.6 A		Pride Month		
12.6 B	Wellbeing Focus			
19.6 A				
26.6 B				
3.7 A				

Key Stage 4 Curriculum Map

PSHEE Requirement	Grammar 2022	Syntax 2022
<p>Drugs, alcohol and tobacco (consequences, wider risks, identify, managing and seeking help)</p>	<p>PSHEE Week 14.11.22</p>	<p>PSHEE Week 10.10.22</p>
<p>Managing risk and personal safety (social settings, the work place, online, ways to manage risky situations and where to go for help – including where there may be legal consequences with drugs, alcohol, violent crime and gangs, first aid, gambling)</p>	<p>PSHEE Week 6.3.23</p>	<p>PSHEE Week 12.12.22</p>
<p>Sexual Health and fertility (emotional and physical consequences of intimacy on and offline, STIs, healthy pregnancies and lifestyle choices, fertility problems and miscarriages, support and choices for unplanned pregnancies)</p>	<p>Drop Down Day 2023/4 Grammar PSHEE week Term 3</p>	<p>Drop down day – Monday 13th December 2021 (year 1)</p>

<p>Positive relationships(trust, respect, equality, responding appropriately to unhealthy relationships, the importance of stability and commitment, marriages and civil partnerships, the Equality Act 2010, diversity in romantic and sexual attraction, and developing sexuality, understanding the impact of pornography and sex in other media and their link to attitudes and expectations.)</p>	<p>PSHEE Week 12.6.23 Drop down day 2023/4</p>	<p>Drop down day – Monday 13th December 2021 (year 1)</p>
<p>Relationship values (recognising, clarifying and challenging own values, understanding a variety of different faiths and cultures with regard to relationships and sexual activity, managing emotions at different stages of relationships, managing changing in personal relationships, risks associated with online relationships, legal and ethical responsibilities regarding online relationships, recognising and managing unwanted harassment)</p>	<p>PSHEE Week: 12.6.23 Drop down day 2023/4</p>	<p>Drop down day – Monday 13th December 2021 (year 1)</p>

<p>Consent (attitudes towards sexual assault online sexual harassment, impact of drugs and alcohol, sharing of sexual images online and the law)</p>	<p>PSHEE Week: 12.6.23 Drop Down Day 2023/4</p>	<p>Drop down day – Monday 13th December 2021 (year 1)</p>
<p>Contraception and parenthood (contraception, unplanned pregnancies, parenting skills and services offered to young parents, adoption and fostering, legal position of abortion and the range of opinions and beliefs on it.)</p>	<p>PSHEE Week: 12.6.23 Drop Down Day 2023/4</p>	<p>Drop down day – Monday 13th December 2021 (year 1)</p>
<p>Bullying, abuse and discrimination (recognising manipulation and coercion, the law relating to abuse and online harassment, managing abusive relationships, responding to bullying, exploitation and harassment, domestic abuse, “honour”-based violence and forced marriage, challenging discrimination and prejudice)</p>	<p>Drop Down Day 23.1.23</p>	<p>Drop down day – 23.1.23</p>
<p>Social influences (influence of behaviour on peers, including online, supporting younger peers, gangs, becoming involved in organised crime, including cybercrime)</p>	<p>Drop Down Day 23.1.22</p>	<p>Drop down day – 23.1.22</p>

Learning skills (study and employability skills. Evaluating personal strengths, goals and areas for development, future career choices)	Careers Evening –2022 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser	Careers Evening – 2022 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser
Work and career (labour market, employment sectors and changing patterns, work experience, career identity and work values, applying, managing your online presence)	Careers Evening – 2022 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser	Careers Evening – 2022 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser
Employment rights and responsibilities (healthy safety, rights and responsibilities, confidentiality, discrimination and harassment) Financial choices (budgeting and saving, financial risks, influences on financial decisions, support, financial exploitation, working contracts)	Careers Evening – Monday 13 th December 2021 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser	Careers Evening – Monday 13 th December 2021 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser

<p>Media literacy and digital resilience (safe ways to share content online, personal and profession reputation, collection and sharing of personal data, using data to target advertising, assessing reliability of digital content, consequences of extremism and intolerance)</p>	<p>Tutor Time: Year 10 Spring 2</p>	<p>Tutor Time: Year 10 Spring 2</p>
<p>Self-concept (managing transitional life phases, body image and self-esteem, body enhancement or alteration)</p>	<p>Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hub</p>	<p>Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hub Synta</p>
<p>Mental Health and emotional wellbeing (recognising mental health issues, building resilience, accessing support, promoting wellbeing)</p>	<p>Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hub</p>	<p>Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hub</p>

Key Stage 5 Curriculum Map

PSHEE Requirement	Poetry and Rhetoric 2022	Rhetoric 2023
<p>Drugs, alcohol and tobacco (consequences, wider risks, identify, managing and seeking help)</p>	<p>PSHEE Week 3.10.22</p>	
<p>Managing risk and personal safety (social settings, the work place, online, ways to manage risky situations and where to go for help – including where there may be legal consequences with drugs, alcohol, violent crime and gangs, first aid, gambling)</p>	<p>PSHEE Week 26.6.23</p>	
<p>Sexual Health and fertility (emotional and physical consequences of intimacy on and offline, STIs, healthy pregnancies and lifestyle choices, fertility problems and miscarriages, support and choices for unplanned pregnancies)</p>	<p>Ethics and Beliefs Autumn 1 2022</p>	<p>Drop Down Day 2023/4 Ethics and Beliefs 2023</p>

<p>Positive relationships(trust, respect, equality, responding appropriately to unhealthy relationships, the importance of stability and commitment, marriages and civil partnerships, the Equality Act 2010, diversity in romantic and sexual attraction, and developing sexuality, understanding the impact of pornography and sex in other media and their link to attitudes and expectations.)</p>	<p>Ethics and Beliefs Autumn 1 2022</p>	<p>Drop Down Day 2023/4 Ethics and Beliefs 2023</p>
<p>Relationship values (recognising, clarifying and challenging own values, understanding a variety of different faiths and cultures with regard to relationships and sexual activity, managing emotions at different stages of relationships, managing changing in personal relationships, risks associated with online relationships, legal and ethical responsibilities regarding online relationships, recognising</p>	<p>Ethics and Beliefs Autumn 1 2022</p>	<p>Drop Down Day 2023/4 Ethics and Beliefs 2023</p>

and managing unwanted harassment)		
Consent (attitudes towards sexual assault online sexual harassment, impact of drugs and alcohol, sharing of sexual images online and the law)	Ethics and Beliefs Autumn 1 2022	Drop Down Day 2023/4 Ethics and Beliefs 2023
Contraception and parenthood (contraception, unplanned pregnancies, parenting skills and services offered to young parents, adoption and fostering, legal position of abortion and the range of opinions and beliefs on it.)	PSHEE Week: 12.6.23 Drop Down Day 2023/4	Drop Down Day 2023/4 Ethics and Beliefs 2023
Bullying, abuse and discrimination (recognising manipulation and coercion, the law relating to abuse and online harassment, managing abusive relationships, responding to bullying, exploitation and harassment, domestic abuse, "honour"-based	Drop Down Day 23.1.23	

violence and forced marriage, challenging discrimination and prejudice)		
Social influences (influence of behaviour on peers, including online, supporting younger peers, gangs, becoming involved in organised crime, including cybercrime)	Drop Down Day 23.1.22	
Learning skills (study and employability skills. Evaluating personal strengths, goals and areas for development, future career choices)	Careers Evening – Monday 13 th December 2021 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser	Careers Evening – Monday 13 th December 2021 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser
Work and career (labour market, employment sectors and changing patterns, work experience, career identity and work values, applying, managing your online presence)	Careers Evening – 2022 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser	Careers Evening – 2022 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser

<p>Employment rights and responsibilities (healthy safety, rights and responsibilities, confidentiality, discrimination and harassment) Financial choices (budgeting and saving, financial risks, influences on financial decisions, support, financial exploitation, working contracts)</p>	<p>Careers Evening – 2022 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser</p>	<p>Careers Evening – 2022 (KS4 & 5) Careers assemblies/enrichment activities Access to careers adviser</p>
<p>Media literacy and digital resilience (safe ways to share content online, personal and profession reputation, collection and sharing of personal data, using data to target advertising, assessing reliability of digital content, consequences of extremism and intolerance)</p>	<p>Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hub</p>	<p>Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hub</p>
<p>Self-concept (managing transitional life phases, body image and self-esteem, body enhancement or alteration)</p>	<p>Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hub</p>	<p>Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hubSynta</p>

Mental Health and emotional wellbeing (recognising mental health issues, building resilience, accessing support, promoting wellbeing)	Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hub	Covered through form time activities and Head of Year assemblies and Govox/Wellbeing hub
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