

**Penistone Grammar: PHSCE and RSHE Policy**

Teaching and learning: Planning		Curriculum Area	Unit	Explored topics/themes	Developed knowledge	Subject Teachers
	Y7	Health and Wellbeing	My Body and Me	Making healthy choices, including those relating to diet and screen time. Students will also explore mental health and self-esteem and continue to develop their understanding of puberty. Students will consider including disability, equality and young carers. Students will also develop an understanding of emergency First Aid.	Students will develop their skills and understanding of how to make healthy choices. Students will develop their understanding of their bodies and how to better protect them, including guarding their self-esteem and understanding emergency First Aid. Students will develop their social and moral understanding of society and some of the challenges young people face.	Mrs R. Needham. Miss N. Steeples. Mrs L. Clapham
	Y7 T2	What makes Britain Great?	Living in the Wider World	Students will develop a core understanding of the five British Values and how they are manifested in society. Including, the role and importance of diversity, human rights, equality, voting and political systems. Students will also develop a core understanding of the role of our public services and the imperative role they play in protecting our society.	Students will develop their social, moral and cultural understanding of our community and beyond. Students will critically analyse the ways British Values are upheld within the UK and our legal rights and responsibilities. Students will evaluate current political processes whilst understanding the democratic values which underpin our country. A core focus throughout the unit is developing students' SMSC through developing an understanding of the British Values, how these are demonstrated within the UK and make core links to their own personal values and traditions.	
	Y8	Living in the Wider World	Living in the Wider World	Students will study the importance of democracy and respect for our public services who aim to reduce crime in the UK. Students will develop an understanding of county lines, the risks associated with this locally, nationally and globally. Students will develop an understanding of the role of the courts, the	Students will develop their evaluation skills in considering existing criminal systems and their usefulness in keeping the community safe. Students will also make comparisons locally, nationally and globally. Students will develop their enquiry and communication skills by debating and considering others' viewpoints and their own.	Mrs R. Needham. Miss N. Steeples. Mrs L. Clapham

			CPS and how prisoners are both punished and rehabilitated.		
Y8	Relationships, Equality and Diversity	RSE	Students will learn about the importance of equality, respect and tolerance of the diversity of people living in the UK. Students will further develop an understanding of the diversity in relationships and the Equality Act 2010. Students will begin to develop an understanding of some forms of discrimination including Islamophobia, Racism, Homophobia and xenophobia.	Students will develop a core understanding of the legal and moral status of respect and tolerance in the UK. Students will develop their communication skills through discussion and reasoning about core topics, whilst developing empathy and understanding of the challenges some minority groups face.	
Y9	Relationships	RSE	The initial five topics within this unit will be delivered by the Spectrum Sexual Health team including where they will  -Give young people the opportunity to discuss what to expect from relationships -Encourage positive self-esteem and self-worth -Explore consent in relationships and the importance of understanding the law around young people and sex -Give factual information on risks, STIs, pregnancy and prevention  Students' knowledge and understanding of these areas will be complimented using lessons on domestic violence, grooming and sexting.	Students will develop their communication and self-confidence skills by exploring a range of topics relating to intimate relationships, sex and health. Students will learn the importance of safeguarding their health and avoiding taking risks. Students will develop a core understanding of the law and how this should inform decisions on sexual behaviour. Students will understand the ways in which they can be vulnerable to negative relationships, how to spot signs and how to seek help.	Mrs R. Needham. Miss N. Steeples. Mrs L. Clapham
Y9	Health and Wellbeing	Health and Wellbeing	Students in this unit will learn about the dangers of taking	Students will develop core skills relating to keeping themselves healthy and safe.	

			<p>risks, including those surrounding drugs, alcohol, smoking and vaping and psychoactive substances. Students will learn practical strategies for dealing with peer pressure. Students will also learn the importance of monitoring and taking active steps to look after their wellbeing, including body image, mindfulness strategies, healthy mindsets and normal ranges of stress and anxiety.</p>	<p>Students will develop their confidence to deal with challenging situations whilst understanding the importance of protecting their physical and mental health. Students will also develop their learning on the legal aspects of substances misuse and the challenges faced by the National Health Service. Students will develop their skills of self-awareness and resilience surrounding mental health, including self-help strategies, school support and government services.</p>	
Y9	Science VS Religion	Religious Studies (With core links to RSHE)	<p>Students will develop a core understanding of the law on abortion and euthanasia. Students will further consider issues surrounding pregnancy (including the development of a foetus), fertility and fertility treatments.</p>	<p>Students will develop their moral capacity to understand issues ethical issues surrounding abortion and euthanasia. Students will develop an understanding of the law on these issues and how these vary globally. Students will consider the ways that their choices as young people can impact their fertility and the ways in which infertility affects many individuals and couples, including LGBTQ couples.</p>	<p>Mrs R. Needham. Miss N. Steeples. Mrs L. Clapham</p>
Y10	Money Matters	Living in the Wider World	<p>Students will explore a range of financial topics including the types of debt, including positive and negative debt. Students will develop their understanding of the risks attached to gambling, payday loans and insurance. Students will consider the different financial challenges they may face, including university funding, choosing a bank account and the importance of saving and budgeting. Students will explore how to read a payslip, including information</p>	<p>Students will develop their financial literacy and develop skills which are transferable to life situations. Students will work in groups tasks to further develop their communication skills and reasoning. Students will closely consider how financial decisions can have positive and negative impacts on the future and strategies to manage risk and strive for financial reward.</p>	<p>Mrs R. Needham. Miss N. Steeples. Mrs L. Clapham</p>

				on taxation and National Insurance.		
Y10	Careers	Living in the Wider World	Students will explore the opportunities available to them beyond school, including different pathways for different jobs. Students will begin to understand the importance of professionalism in the workplace and further education, including college/job applications. Students will also develop an understanding of their rights in employment and education and issues surrounding the gender pay gap.	Students will develop their skills in professionalism, communication and confidence. Students will also further explore diversity and equality in the workplace and the ways this is protected by law. Students will develop their communication and written skills by considering the ways they can be successful during interviews and through application forms. Students will also develop their oral communication through simulating workplace and interview settings.		
Y11	RSHE	Relationships, Sex and Health Education	Students will begin to learn about more sensitive and mature issues surrounding sex and relationships and health education. Including pregnancy, fertility, the role of the family and different family types. Students will develop an understanding of honour-based violence, including Female Genital Mutilation (FGM), domestic violence and CSE, Students will also cover more in depth health and relationships issues such as aesthetic dangers and pornography.	Students will develop their core understanding of how to keep safe within relationships and develop confidence in their ability to avoid risks. Students will consider the ways in which body image can lead them to make unhealthy choices about their bodies and the ways this may impact the future. Students develop an understanding of equality and diversity in their approach to families and family life – including LGBTQ families.	Mrs R. Needham. Miss N. Steeples. Mrs L. Clapham	
Y11	Preparing For Life Beyond School	Living in the Wider World	Students will continue to develop a core understanding of careers and employment. Students understand the ways they can closely consider jobs for the future, employability and	Students will continue to develop their communication and employability skills. Students will also closely consider how the skills they have developed through their experiences, school and college can be made transferable and help them develop their education and careers.		

				the different options available to them post-college/apprenticeships including both within and outside further education.		
	Y11	Change Your Mindset	Health and Wellbeing	Students will develop core skills relating to managing stress and anxiety during the examination period. Including, how to care for their mental health and self-esteem, the importance of diet, exercise, sleep and organisation. Students will also consider self-help strategies for dealing with stress and anxiety as well as abnormal ranges including issues relating to self-harm. Students will know how to seek help if they are worried about their own or others' mental health.	Students will develop core skills of resilience to help manage their own self-esteem and empathy for the ways in which mental health can impact our daily lives. Students will develop strategies for dealing with examination stress, including time to reflect on their own habits and how they can improve to get the most out of their education. Students will consider the warning signs of poor mental health and what to do if they think this is becoming an issue in their daily lives.	
Teaching and Learning: Assessment	<p>We ensure our curriculum is broad and reflects both statutory and non-statutory content to provide our students with a holistic education which prepares them for challenges faced in school and beyond. We ensure our students are assessed appropriately to ensure their understanding of these core topics is clear and they are developing key skills relative to academic success:</p> <p>KS3- We assess each student on their ability to retrieve information, develop their responses with reasoning and evidence and their ability to debate big questions on key topical areas.</p> <p>KS4- Students will complete a best piece of writing which will identify the development of a core skill. This, and other classwork and home-learning tasks will be indicative of effort grades.</p> <p>We will evidence students' learning and progression through assessment and feedback opportunities embedded in our curriculum map. We ensure our assessment policy reflects the schools, 'plan, teach, assess' drive to ensure we reflectively continue to support students and respond to their needs. All assessment and home-learning information will be recorded on the department tracker and used to provide students and parents with data relating to whether they are developing towards, secure against or mastering their progression levels.</p>					
Teaching Responsibility and Staff Training	<p>The programme will be led by Mrs R. Needham (Curriculum Area Leader). Details on teaching staff can be found in our curriculum outline above. Teachers responsible for PSHE including RSE will be provided with resources checked by staff. Prior training, support and guidance is available to all staff. Members of staff are invited to partake in additional training if they feel they require it. We encourage participation in external CPD sessions to ensure we keep up to date with new developments in the curriculum, particularly concerning issues surrounding Relationships, Sex and Health education. For aspects of the curriculum we feel require specialist knowledge, we use external agencies to ensure staff and students receive the best teaching and learning experience. For example, the use of Spectrum Sexual Health and Barnsley Road Safety Officers.</p>					

Involving Parents and Carers	We are committed to working with parents and carers in order to share the responsibility of effective sex, relationships and health education. We will encourage discussion of topics at home by providing opportunities for student to develop learning outside the classroom through home-learning tasks. We also encourage parents to be vigilant and responsive to concerns relating to behaviour, either individually or online, and any concerns relating to sexual behaviours health and wellbeing. Planned coordination with Parent Voice enables parents and carers to be represented in their child's RSHE education. We also ensure questions relating to our curriculum are included in regular parent feedback surveys and will consider all reasonable recommendations in our forthcoming provision.
The Right to Withdraw	Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. This right does not extend to relationships or health education. We believe that all students should partake in all areas of the curriculum and welcome any concerns to be discussed with the curriculum area leader and the Principal to clarify the nature and purpose of the curriculum. Any such process will be documented to ensure a record is kept. The right to withdraw extends to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will aim to provide the child with sex education during one of those terms. This process extends to those with SEND, whereby a student's specific needs arising from their SEND will be considered when making this decision.
Review Date	This policy will be reviewed on the 31 <sup>st</sup> of September 2021 by Mrs R Needham (Curriculum area leader) and the Senior Leadership Team. We are committed to the consistent delivery of high-quality provision to all our students and work to reflectively and collaboratively with staff, parents and students.