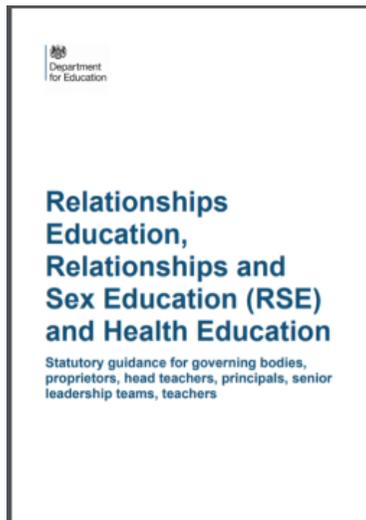




PSHRE – PROVISION OUTLINE

Incorporating the wider requirements of



Keeping children safe in education (2020)

Statutory guidance for schools and colleges

Update - January 2021 (Post EU Exit)

Our aim



Introduction

RSE became statutory for all schools in 2020, although here at The Parker we have been going above and beyond the statutory requirements for many years. However, as we continue to evolve our package we would like to consult you on our plan, our policy and how we deliver our PSHRE to ensure we continue to evolve the programme forward

This document outlines in brief what we offer our students in years 7 – 10. Our curriculum map, including examples of how we do this, resources and previous drop down day timetables can be found on the PSHRE section of The Parker website under Curriculum

Your role as parents/ carers:

To complete the parental consultation please observe the following steps.

1. Ensure you have read the PSHRE overview and the RSE Policy, making a note as you go through of any strengths or areas for development.
2. Complete the attached Microsoft form to give your views on our current offer and how we can develop it.
3. If you have time, we have also attached the statutory RSE document for you to familiarise yourself with which outlines the legal obligations that we will be held accountable for when OFSTED come calling.

Changing adolescent body

Students will explore

- The key facts about puberty, the changing adolescent body & menstrual wellbeing.
- The key changes to emotions that may occur during this period, including practical tips to manage these effectively
- The importance of efficient hygiene practices including oral wellbeing and dentistry

Healthy lifestyles

Students will understand

- How to maintain a healthy diet, including the links between poor diet and health.
- The positive association between personal fitness, and wellbeing. Including what constitutes a healthy weight
- How to spot potential health concerns, and when to seek help, for instance unexplained weight loss
- Why sleep is important, and how a lack of sleep can affect mood, ability to learn, weight and cognition.

Healthcare

Students will gain an awareness of

- Basic first aid, including the use and purpose of defibrillators, lifesaving skills such as CPR and how to treat common injuries
- How to self-examine and screen, and what action may be needed as a result
- The facts and science surrounding immunisation and vaccination
- The relationships between germs, including bacteria and viruses and our overall health

Families

Students will recognise the legal status of Marriage, cohabitation and Civil Partnership

Understand the Roles and responsibilities of parents including successful parenting,

Explore different forms families may take and why people may make these choices, including arranged marriages

Recognise why Gender and sexuality should not present a barrier to a family life

Relationships

Students will recognise what a healthy relationship looks like in all contexts, including online, in the family and within peer groups

Be equipped with practical steps they can take to improve relationships in all contexts

Explore different types of relationships and associated expectations, for instance professional relationships vs one with a family member

Respect and Tolerance

Students will recognise

How stereotypes / discrimination can cause harm and how to identify and prevent this

The different types of bullying, the responsibility / accountability of the bystander, and joint enterprise

What constitutes sexual harassment, coercive behaviour and domestic abuse, exploring why this is wrong and what actions to take.

The role of the young person within a wider community

The benefits of the multicultural society, and what this means for young people in Britain, including why tolerance of all faiths and beliefs is important

How being a victim of bullying, discrimination or any other unacceptable behaviour can impact on later life.

The key terms of the Equality Act 2010, and what this should look like in practice for young people.

My Body, My choice

Students will

Gain a full understanding of all concepts and laws relating to, consent, sexual exploitation, coercion, harassment, grooming, forced marriage, honour based violence, FGM, rape / sexual assault, and grooming – Including how to spot these and what action to take.

Understand how to effectively give, recognise, and withdraw consent in all contexts including online

Be aware of their legal rights regarding blood and organ donation.

Substance use

Students will understand

The physical and psychological effects of both legal and illegal drugs, caffeine, alcohol and tobacco. Including vapes and 'legal highs' knowing how to access support and identify, drug addiction or alcohol dependency in one's self and others

The laws relating to the possession, and supply of these substances, including age restrictions

The link between use of substances and mental health, risk management and negative relationships

Online safety and harms

Students will understand online risks, including the dangers of sharing; images, personal data, or any material online and the challenges faced remaining in control of that content

Recognise the impact of viewing harmful content, including how sexually explicit materials can provide a distorted picture of sexual behaviours, and encourage negative behaviour towards future sexual partners.

Understand the law around sharing, or viewing illegal images of children, regardless of the child's age themselves

Be aware of the benefits and risks associated with the use of social media and how to remain safe within this context.

Explore how data is collected and used, and their rights and responsibilities surrounding this

Be Critical thinkers when viewing content online, with an awareness of how to spot fake news and content that may be designed to radicalise or compromise the individual.

Know where to get support to report materials or manage issues online including an awareness of the CEOP button and when to use it

Understand the dangers of speaking to people online, and the setting of realistic expectations regarding online relationships

Recognise how the internet may present an inaccurate perception of body image, or the setting of unrealistic expectations.

Explore the dangers of online gambling, creating a negative online reputation, or compromising your own personal data.

Be able aware of agencies and organisations that support individuals of all ages should they become exposed to risks online

Promote the transferable use of skills practiced in the offline world, such as critical thinking, modesty and behaviour management into the online world

Intimate and sexual relationships including sexual health

Students will understand;

The characteristics of a healthy one to one intimate relationship based on mutual respect, loyalty, trust, outlook and friendship

The choices available in relationships including contraceptive choices, and the legal frameworks around abortion, adoption, or guardianship

How different STI's are transmitted, and what 'safe sex' looks like to reduce these risks. Students must also be aware of how alcohol and drug use can lead to risky sexual behaviours and where to access support if required.

That they have a choice to delay sex, or to enjoy intimacy without sex. Students should be fully able to recognise sexual pressure, including peer pressure and that placed by a partner. Being equipped with practical strategies to resist and make independent choices

The facts about reproductive health, including the impact of lifestyle on fertility for both men and women, the menopause, and how to identify when something is not right

How to set boundaries within relationships of all types

The dangers associated with 'sexting' and other online behaviours within relationships.

The biological aspects of the human sexual organs

Democracy

Students will gain a full understanding of the democratic system within the UK including, types of elections, representation, the role of MP's peers, the monarch and local councillors

Students will also be competent at identifying why democracy is a fundamental British value and will consider the importance of accountability, including the budget, petitions, how to access information, the need for regular elections, what is meant by a political party and how to access information

Students will by doing this develop a holistic understanding into how they can participate in democracy, and why this is important

Rights in employment

Students will understand;

Deductions from earnings, such as national insurance, income tax, pensions and student loans

Legal rights in the workplace including the national minimum wage (and exploration of the living wage), rights to maternity / paternity leave, paid holidays, sickness pay, reasonable adjustments for disability and the right to a safe working environment

The legal framework that surrounds gaining work as a young person, including the maximum number of hours that can be worked, the areas of work that can be applied for and why these restrictions exist

The role of the Trade unions, including why some people may choose to become a member of one, and their historic and political context.

Equality and representation

Students will

Understand what is meant by positive discrimination, the context in which this may be applied and it's purpose

Explore why representation is important in elected bodies and the justice system considering why it should be aspired to in all public / private bodies and organisations

Be able to recognise how disability, and neurodiversity

How to gain support and advice

Students will understand the function of Citizens advice, Job Centre plus, and the local authority. Including circumstances in which it would be appropriate to approach each body for support. We will also explore the role of the voluntary sector in providing citizen support in a diverse range of circumstances and how information regarding services may be accessed

Students will also recognise that state welfare is available and how this can be accessed if required within a culture of high aspirations

Justice and the Law

Students will;

Recognise the age at which young people are criminally responsible

Understand the function of all agencies involved in the justice process including the police, CPS, the different UK criminal courts, prison and probation service and voluntary sector bodies. Including how the community is involved in each stage and safeguards that exist to promote fairness.

Being members of the global community

Students will

Explore the UK's role in the global community including membership of the United Nations and the commonwealth.

Explore the UK's obligations to other nation states in terms of providing foreign aid, accommodation for refugees and protection from human rights abuses.

Consider international agreements made by the UK in areas such as the environment, human rights, and warfare and why this is important within the wider global community

Safeguarding

Our programme will address and explore issues young people encounter both locally and nationally, and will encompass our statutory duties around PREVENT, county lines, and risk management

Religions and values

Students will explore a range of religions and belief systems around the world to enhancing their wider sense of self. The metaphor of religion – What we can learn from a religion even if we ourselves are not believers is considered within the context of a wider moral message

Understanding the key religious festivals and practices of faiths that exist within the UK is essential to empower students to explore their own beliefs, morals and perceptions and make informed choices

A Tailored approach

Our programme is created, evolved and developed with a clear understanding of the social, cultural, economic and political context of the area in which it serves.

Responding to the needs of our cohort as necessary

Inclusivity

Our programme is committed to equal representation of all groups in society and will include a broad range of ethnicities, genders, sexualities, religions / belief systems, individuals with a disability, speakers of additional languages, and ages / generations

Wider learning

In addition, students will gain an awareness of the social factors that have led to the creation of their society.

This is a non-exhaustive list Including the holocaust, evolution of women's suffrage, inequality within society, & the role the British empire has played in the wider social and cultural history of Britain

To create a generation of critical thinkers, who will be ready to leave us and engage in their society as active citizens