

# PSHCE at Highdown

## Parental Consultation

What has changed and why

## A starter for 10.....

What does PSHCE actually stand for?

**PSHCE** - Personal, Social, Health, Citizenship + Economics Education

**Personal** – to do with ourselves

**Social** – to do with our interactions and relationships with others

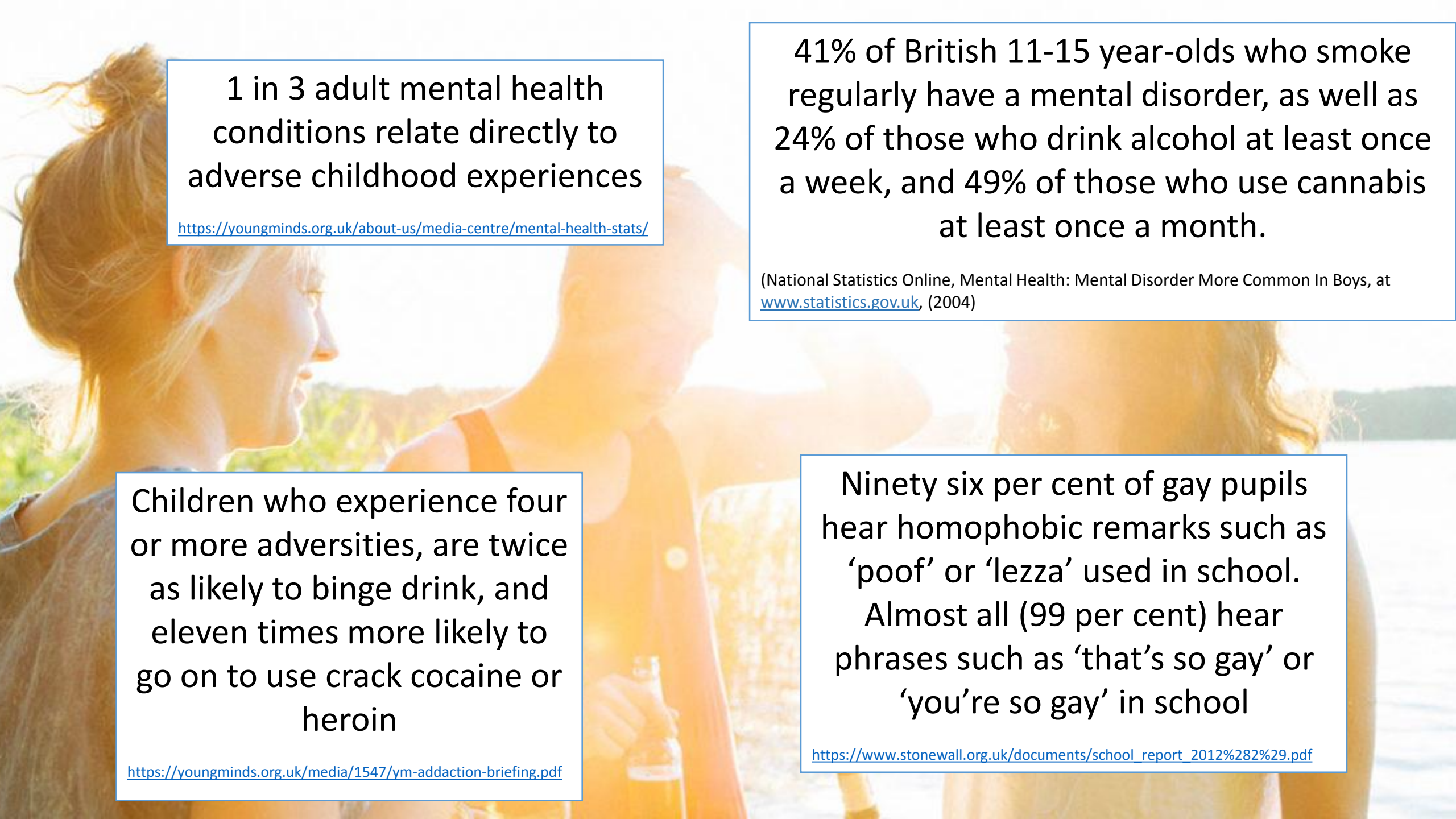
**Health** – all about looking after our bodies, mentally and physically

**Citizenship** - being a member of and supporting one's community and country

**Economics** – all about managing our money

## But why is PSHCE so important?

The following slides show a number of statistical data of issues students are faced with on a daily basis that PSHCE hopes to address and empower students to deal with



1 in 3 adult mental health conditions relate directly to adverse childhood experiences

<https://youngminds.org.uk/about-us/media-centre/mental-health-stats/>

41% of British 11-15 year-olds who smoke regularly have a mental disorder, as well as 24% of those who drink alcohol at least once a week, and 49% of those who use cannabis at least once a month.

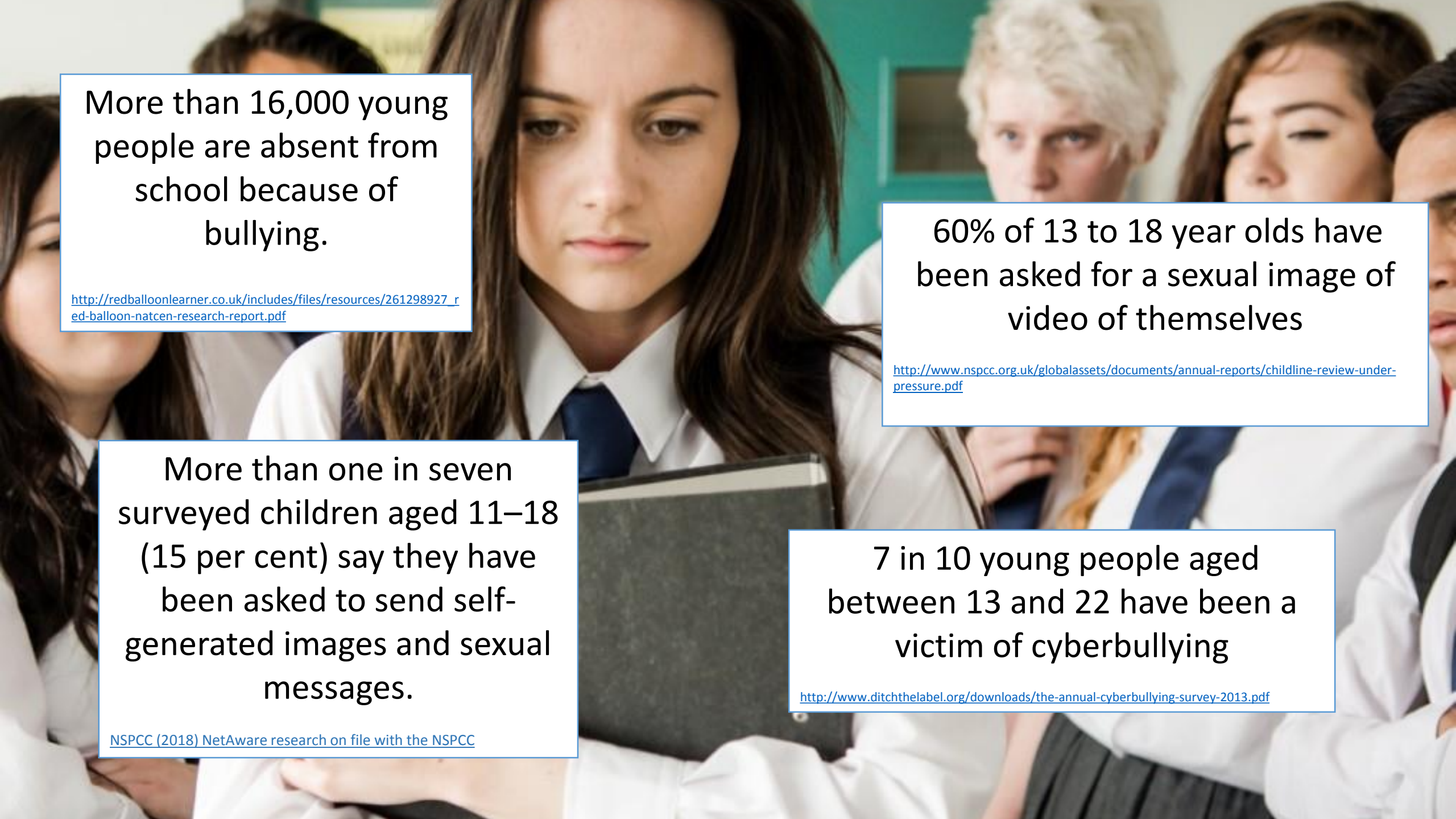
(National Statistics Online, Mental Health: Mental Disorder More Common In Boys, at [www.statistics.gov.uk](http://www.statistics.gov.uk), (2004)

Children who experience four or more adversities, are twice as likely to binge drink, and eleven times more likely to go on to use crack cocaine or heroin

<https://youngminds.org.uk/media/1547/ym-addaction-briefing.pdf>

Ninety six per cent of gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. Almost all (99 per cent) hear phrases such as 'that's so gay' or 'you're so gay' in school

[https://www.stonewall.org.uk/documents/school\\_report\\_2012%282%29.pdf](https://www.stonewall.org.uk/documents/school_report_2012%282%29.pdf)



More than 16,000 young people are absent from school because of bullying.

[http://redballoonlearner.co.uk/includes/files/resources/261298927\\_red-balloon-natcen-research-report.pdf](http://redballoonlearner.co.uk/includes/files/resources/261298927_red-balloon-natcen-research-report.pdf)

60% of 13 to 18 year olds have been asked for a sexual image or video of themselves

<http://www.nspcc.org.uk/globalassets/documents/annual-reports/childline-review-under-pressure.pdf>


More than one in seven surveyed children aged 11–18 (15 per cent) say they have been asked to send self-generated images and sexual messages.

[NSPCC \(2018\) NetAware research on file with the NSPCC](#)

7 in 10 young people aged between 13 and 22 have been a victim of cyberbullying

<http://www.ditchthelabel.org/downloads/the-annual-cyberbullying-survey-2013.pdf>





1 in 10 adults lived at some point during their childhood with someone who misused alcohol, and 1 in 25 with someone misusing, or dependent on, drugs

<https://youngminds.org.uk/media/1547/ym-addaction-briefing.pdf>

Secondary school children in England are now more likely to have tried drugs than cigarettes

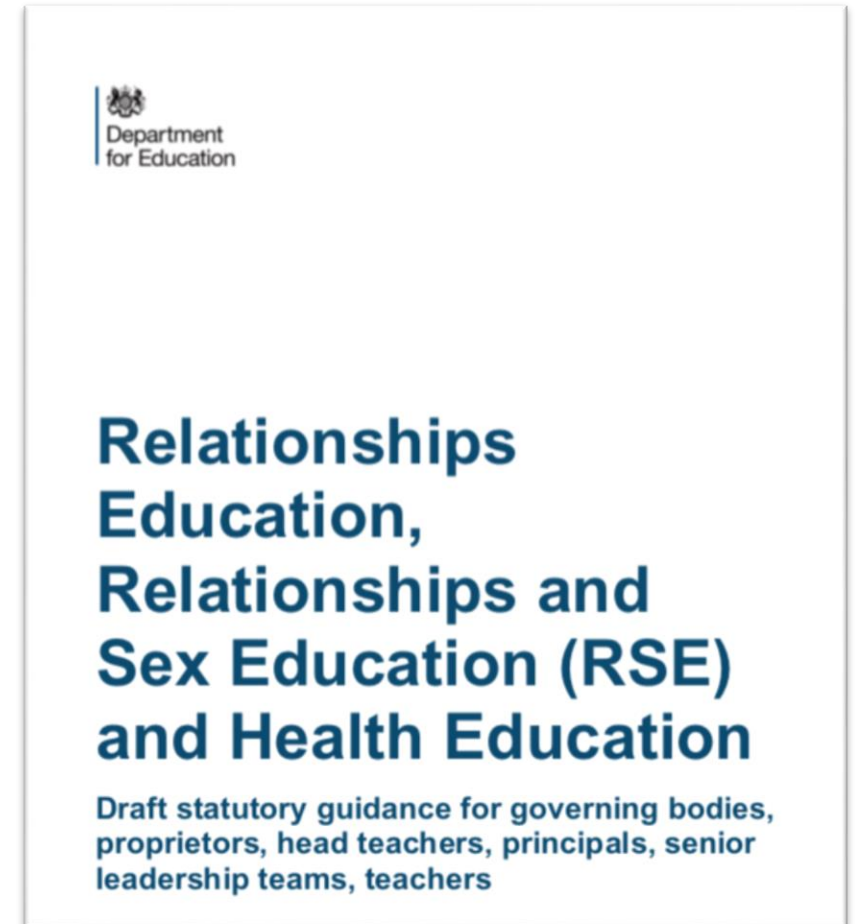
<https://digital.nhs.uk/>

## Therefore PSHCE is important because...

- It allows students to gain knowledge and understanding of how to manage their lives now and in the future
- It gives students a platform to discuss and explore issues and challenges that they face on a day to day basis in a safe and secure environment
- It allows students to make informed choices to help them stay healthy and safe in today's society
- It fulfils the schools obligation to encourage the spiritual, moral, cultural, mental and physical development of pupils

# PSHCE at Highdown – Why is it changing?

- The government has introduced new guidelines which must be taught in schools from September 2020.
- These are called 'Relationships and Sex Education' or RSE.
- There is also a new 'Health Education' strand
- These are statutory requirements that must be delivered to all students





# Relationships and Sex Education (RSE)

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships...”

*DfE Guidance page 25*

# Relationships and Sex Education (RSE)

**Relationships and Sex Education** will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Our school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

# Health Education

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

*DfE Guidance page 35*

# Health Education

**Health Education** aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

# PSHCE at Highdown – New Curriculum

- At Highdown the statutory Relationships and Sex Education (RSE) and Health Education has been integrated under the broader PSHCE umbrella.
- To ensure progression and a balanced curriculum, Highdown's PSHCE curriculum has been developed with reference to the 'Programme of Study for PSHE Education' from the PSHE Association (2020)





## PSHCE at Highdown – New Curriculum

- The 'Programme of Study for PSHE Education' aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core strands:
  - Health and wellbeing
  - Living in the wider world
  - Relationships and sex education
- Based on these three core standards, a new PSHCE curriculum for Highdown has been mapped out to ensure all statutory requirements are met
- Each half term consists of different topic areas which have a clear focus to ensure no repetition throughout a student's journey at Highdown

## Highdown School PSHCE Overview

Health & wellbeing strand		Living in the wider world strand		Relationships and Sex Education strand		
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	<b><u>Transition and safety</u></b> Transition to secondary school and personal safety in and outside school, including first aid	<b><u>Developing skills and aspirations</u></b> Teamwork and enterprise skills, and raising aspirations	<b><u>Diversity</u></b> Diversity, prejudice, and bullying	<b><u>Health and puberty</u></b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b><u>Building relationships</u></b> Self-worth, romance and friendships (including online) and relationship boundaries	<b><u>My money and consumer rights</u></b> Saving, borrowing, budgeting and making financial choices
Year 8	<b><u>Community, citizenship and equal opportunities</u></b> Equality of opportunity in life choices within the community	<b><u>Digital literacy</u></b> Online safety, digital literacy, media reliability, and gambling hooks	<b><u>Discrimination</u></b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b><u>Identity and relationships</u></b> Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception	<b><u>Emotional wellbeing</u></b> Mental health and emotional wellbeing, including body image and coping strategies	<b><u>Drugs and alcohol</u></b> Alcohol and drug misuse and pressures relating to drug use
Year 9	<b><u>Skills for future employability</u></b> Skills to help with future employability and online presence	<b><u>Personal development and goal setting</u></b> Learning strengths and goal setting as part of personal development	<b><u>Respectful relationships</u></b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b><u>Intimate relationships</u></b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b><u>Healthy lifestyle</u></b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b><u>Peer influence, substance use and gangs</u></b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation
Year 10	<b><u>Independence</u></b> Responsible health choices, and safety in independent contexts	<b><u>Financial decision making</u></b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b><u>Addressing extremism and radicalisation</u></b> Communities, belonging and challenging extremism	<b><u>Healthy relationships</u></b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b><u>Exploring influence and county lines</u></b> The influence and impact of drugs, gangs, role models and the media	<b><u>Mental health</u></b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change
Year 11	<b><u>Building for the future</u></b> Self-efficacy, stress management, and future opportunities	<b><u>Next steps</u></b> Application processes, and skills for further education, employment and career progression	<b><u>Communication in and out of relationships</u></b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b><u>Families</u></b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships		
Please note - Both year 12 and 13 will follow the same programme for 2020-2021, with an additional 4 terms of units rolled out in 2021-2022						
Year 12 & 13	<b><u>The dangers of drugs</u></b> Addiction of drugs and personal safety	<b><u>Independent living and finances</u></b> Managing and understanding your money when in employment	<b><u>Sexual health responsibilities</u></b> STIs, contraception and pregnancy	<b><u>Equality, diversity and extremism</u></b> Recognise, understand and challenge different view points	<b><u>Skills required for future choices and pathways</u></b> Essential skills needed for future employment or education	<b><u>Democracy</u></b> How democracy works both in the UK and worldwide

# PSHCE at Highdown – New Curriculum

For each year group, Schemes of Learning have been created which are referenced to the 'Programme of Study for PSHE Education'.

For each half term they list the learning objectives and the titles of each lesson within that block

Year 7 PSHCE Overview and SoL

	Health & wellbeing strand		Living in the wider world strand		Relationships and sex education strand	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>My money and consumer rights</b> Saving, borrowing, budgeting and making financial choices

Year 7	Topic	In this unit of work, students will learn.....	Lessons
Autumn Term 1	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> <li>how to identify, express and manage their emotions in a constructive way</li> <li>how to manage the challenges of moving to a new school</li> <li>how to establish and manage friendships</li> <li>how to distinguish between healthy and unhealthy friendships</li> <li>how to identify personal strengths and areas for development</li> <li>personal safety strategies and travel safety</li> <li>how to respond in an emergency situation</li> <li>basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>What is PSHCE - Introduction lessons</li> <li>How can I control my anger</li> <li>How can we keep good mental health and be resilient</li> <li>Why is self-awareness and sensitivity important</li> <li>Maintaining genuine friendships and avoiding toxic ones</li> <li>What do we need to know about personal safety and first aid</li> </ul>
Autumn Term 2	<b>Developing skills and aspirations</b> Teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> <li>how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>about a broad range of abilities and qualities required for different careers</li> <li>about equality of opportunity</li> <li>how to challenge stereotypes and broaden horizons</li> </ul>	<ul style="list-style-type: none"> <li>How can we be aspirational students and reach our full potential</li> <li>Why do we need self-esteem and how do we build it up</li> <li>Teamwork – why is this an essential life skill and what are the benefits</li> <li>What does it mean to be an entrepreneur</li> <li>Why are communication skills so important</li> </ul>
Spring Term 1	<b>Diversity</b> Diversity, prejudice, and bullying	<ul style="list-style-type: none"> <li>about identity, rights and responsibilities</li> <li>about living in a diverse society</li> <li>how to challenge prejudice, stereotypes and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>What does diversity mean and how can we celebrate difference</li> <li>What is bullying, why does it happen and how can we prevent it</li> </ul>

## PSHCE at Highdown – New Curriculum

- All lessons follow the same format so there will be continuity across the whole school's PSHCE lessons
- All lessons are stand alone lessons which pose a question that is explored and relates to the half termly block
- All lessons have differentiated tasks for all abilities



## What is consent and why is it so important we learn about it?

Hannah went to a friend's sleep-over. After staying up late and having fun, she fell asleep first. As Hannah slept, her friends decided to draw on her face with marker pens. The next day Hannah was furious. Not only could she not get the pen off but she felt horrible and weird about her friends doing things to her while she was asleep.



### Starter

Why did this make Hannah feel so horrible?  
Would she have felt different if she couldn't get the pen off but had allowed them to draw on her?  
Explain the meaning of the word 'consent'.

## County Lines - What is this and how are young people being exploited?

### STARTER:



Cameron, 13, feels pretty grown up to be working for the K10 Krew. He's pretty quick on his bike and doesn't mind making deliveries. The money's good at the end of a job - not to mention the respect he gets for doing it. Cameron is worried now though, as he's been mugged on his delivery - and they've taken everything.

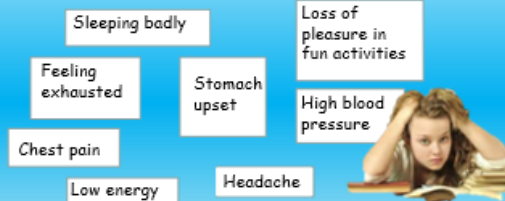
**Challenge:** What is Cameron doing? Who are the K10 Krew?

**More challenging:** What is likely to happen to Cameron 1) in the short term from being mugged on delivery 2) in the long term joining a gang.

**Mega challenge:** Explain who might have mugged Cameron and why. Analyse why gangs don't just deliver drugs themselves - what benefits do they gain from exploiting young people like Cameron?

## How can we keep good mental health and cope successfully with stress?

**Starter** Label these common mental health symptoms - are they symptoms of stress, depression or both?



**More challenging:** What exactly is stress? How does it make us feel?

**Mega challenge:** Is stress always bad for us, or can a small amount be beneficial? Explain.

## What is money laundering and why is it an issue?

### STARTER:



Zak's friend, Aaron, has told him he can have £100 if he just keeps £3000 of Zak's money in his bank account for a while. '£100 for doing nothing?' thinks Aaron. 'Sounds like a good deal.'

**Challenge:** What questions would you want to ask about this if you were Zak?

**More challenging:** Why can't Aaron look after his own money do you think? Explain three possible reasons.

**Mega challenge:** Define the terms 'money laundering' and 'tax evasion'. Why do we need to learn about these things?

## Families - what are the different types and does it matter what kind of family I have?



**Challenge:** Right down on your Post-It one word that comes to mind when you think of your family. Put it on the board.

**More challenging:** Look at the board and choose a different person's post it. Does this word apply to your family? Explain.

**Mega Challenge:** Analyse why the more challenging task has been set. What might be the message of today's lesson?

## Why is happiness and positivity so important to our health?

### STARTER:



Emma didn't want to get out of bed this morning. She felt down and tired. She had so many jobs to do - walk half an hour to the shops, take some books back to her friend's house and then help out down the retirement home. Strangely, after her very busy day, Emma felt a real level of happiness and positivity.

**Challenge:** What do we mean by the term 'positivity'? What has Emma done today that might have made her feel more positive?

**More challenging:** Why have these busy activities changed Emma's mood? Explain your ideas in full.

**Mega challenge:** Analyse the difference between feeling 'a little low' and being depressed. Can we always help ourselves so simply?

## Peer pressure- why is it so powerful and how can we overcome it?

### STARTER:



Emma's friends have snuck a bottle of pop with vodka in it to school. They are taking it in turns to drink some in the car park. Emma really doesn't want it - it tastes horrid and she doesn't want to get in trouble. Emma still has a sip of it, despite her worries.

**Challenge:** What could the consequences be of what Emma just did? What does Peer Pressure mean?

**More Challenging:** Why did Emma do this, even though she didn't want to? Explain.

**Mega Challenging:** Emma is usually a good student, yet she has taken a really stupid risk. Analyse how powerful peer pressure can be.

## Consent, rape and sexual harassment - how can we establish clear sexual boundaries?

### STARTER:



Kaz had dragged Ryan upstairs to her bedroom. 'Now I want to really get to know you,' she said drunkenly, 'in my bed.' After two minutes of kissing and more drinking, Kaz wasn't making much sense anymore and was slurring her words. She was barely able to kiss Ryan and her body had gone limp. Ryan was really turned on and knew Kaz really liked him.

**Challenge:** What should Ryan do now? Why? *I think Ryan should ... because..*

**More challenging:** Define the terms consent, rape and sexual harassment.

**Mega challenge:** Explain the difference between statutory rape, date rape, acquaintance rape and sexual assault. Which does this scenario risk being if Ryan makes the wrong decision?

## What is 'sexting' and why should I be bothered about it?

### STARTER:



Ella is 14. She's been going out with Alex for two weeks. He's 15. Alex is a nice lad, pays her lots of attention, is kind to her, polite to her parents and bought Ella her favourite chocolates yesterday.

Alex has just sent Ella a picture of himself, posing, with his shirt off. He's sent a cheeky text with it:

'Feel free to return the favour, babe.'

**Challenge:** What does Alex mean by 'return the favour'? Is this a good idea?

**More Challenging:** Let's say Ella does return the favour and the couple split up. Describe what the consequences could be.

**Mega Challenging:** Explain one long term and one short term impact of putting your personal pictures and information in someone else's hands.

## How can we celebrate diversity? Exploring our unique identities.

### STARTER:

Hiya! My name's Dal. I'm an British-Indian Hindu. I'm female, I'm a teenager and I'm bisexual. I'm left-wing in my politics and, something else I am very proud of - I'm a Yorkshire lass!



**Challenge:** What do we mean by the term 'identity'?

**More challenging:** How else could Dal have described her herself? What other factors make up our unique identities?

**Mega challenge:** Explain whether you think celebrating our identities is important or not and why. Justify your reasoning.

Examples of starter activities from different lessons



## PSHCE at Highdown – New Curriculum

- All students receive one mentor period of PSHCE each week. However, if a topic generates lots of discussion then a second mentor period can be used
- Knowledge will also be supplemented with external speakers who will deliver talks and presentations on relevant topic areas to various year groups through the use of mentor times or one off lessons

# PSHCE at Highdown

- This is a really exciting time for PSHCE at Highdown and I hope this new curriculum will allow the delivery of PSHCE to continue to thrive at Highdown
- If you have any questions regarding PSHCE please feel free to contact me
- [viclark@highdown.reading.sch.uk](mailto:viclark@highdown.reading.sch.uk)

