



Personal Development Policy

2020-2021



SHIRELAND
COLLEGIATE ACADEMY

PERSONAL DEVELOPMENT POLICY

Including RSE, HE, SMSC, RS & Careers

Policy statement:

Rationale

Shireland Collegiate Academy is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

This policy is to make clear the role of Personal Development in providing learning experience to promote the education of the whole child. We believe that Personal Development should enable children to become healthier, more independent, and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation. We teach children about their rights and responsibilities and to learn to appreciate what it means to be a positive member of a diverse multicultural society.

Ultimately, we want to ensure that our students leave our academy at 16 or 18 as well-rounded citizens able to take their place in society.

What is Relationship 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 and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. RSE also supports people, throughout life, to develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

Pupils will understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

Pupils will be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their

developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. The physical and emotional damage caused by female genital mutilation (FGM). Pupils will be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM

What is Health Education?

Health Education at Shireland Collegiate Academy encompasses both physical and mental health, the aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It promotes pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

Teaching will aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We aim to create an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty including menstruation will be covered in Health Education and will, as far as possible, be addressed before onset. This will help to ensure male and female pupils are prepared for changes they and their peers will experience.

What is Social, Moral, Spiritual and Cultural Education (SMSC)

SMSC builds our pupils ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. It builds their knowledge of, and respect for, different people's faiths, feelings and values.

It teaches pupils the ability to recognise the difference between right and wrong and apply it to their lives. Pupils will be able to recognise legal boundaries and, in so doing, respect the civil and criminal law of England.

Pupils will develop and use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic, and socio-economic backgrounds. Pupils will show a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Pupils will develop knowledge, acceptance, and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils will work towards developing the community (pupils, parents, and academy staff) decided most important character strengths of fairness, honesty, kindness, respect and teamwork.

Principles and Values

In addition, Shireland Collegiate Academy believes that Personal Development should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. It includes acceptance of families in all of their forms.
- Encourage students and teachers to share and listen to each other's views and the right to hold/express views.
- We are aware of different approaches to sexual identity, without promotion of any particular family structure. The important values are love, respect, kindness and generosity and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Aims and Objectives

The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies. In addition, incorporated into our delivery of Personal Development is CEIAG (Careers Education Information Advice and Guidance), which is statutory from Year 8 but we begin from Year 7 in order to raise aspirations, challenge stereotypes and encourage all learners to consider a wide range of careers. This follows the statutory guidance: 'Careers Guidance and access for education and training providers' (October 2018) and the 'Education Act 2011'. We are also including in our wider teaching of Personal Development content areas which cover Religious Studies, SMSC, British Values and Citizenship.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare all students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour

- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships
- understand the true meaning of consent
- understand that sexually explicit material e.g. Pornography presents a distorted picture of sexual behaviour
- communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- develop awareness of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships enthusiastic consent, sexting and e-safety.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Our Health Education programme aims to prepare all students for an adult life:

- to develop the knowledge, skills and attributes they need to manage their lives now and, in the future,
- to learn to make responsible decisions e.g. about alcohol, drugs, smoking, diet, mental and physical health
- to learn about personal hygiene and the spread of diseases, and dental hygiene
- to learn to recognise and manage risk and take increasing responsibility for themselves and their actions, this includes their behaviour online and how to identify harmful online behaviour
- to understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- to develop skills such as teamwork, communication and resilience
- to be encouraged to make positive contributions to their families, schools and communities
- to reflect on their own individual values and attitudes
- to identify and articulate feelings and emotions and manage difficult situations positively
- to develop skills to enable them to deal with basic first aid emergencies.

Our aim of teaching pupils about SMSC, is to give them the information that they need to make good decisions about their own future pathways and how to survive in the wider world once they leave the

Academy and further into the future. We want our students to understand about what it means to live in Modern Britain and how to stay safe both online and in the real world. Our Personal Development programme aims to prepare for an adult life:

- to understand how to manage money and finances effectively both now as a young person and in the future within the context of working life.
- to understand British Values and what it means to live in modern Britain.
- to learn how to stay safe in the virtual world.
- to learn about rights and responsibilities and their role in society.
- to understand about taking risks and what it means to have a statutory right.
- to ensure that students develop the skills and attitudes necessary for success in adult and working life.
- to respect the civil and criminal law in England
- that pupils will show a willingness to engage in community activities and events including volunteering
- to respect people's faiths, feeling and values
- to develop the community agreed character strengths

Careers Guidance at Shireland

Careers should be transformational to the lives of young people. At Shireland Collegiate Academy careers will provide a platform for motivation, for students to aim higher, achieve more and reach their aspirations.

The careers provision at Shireland Collegiate Academy is designed to meet the needs of all learners in the school. The curriculum has been designed to enable all students to progress through a competency-based model, developing skills and knowledge.

- To provide all students with access to an outstanding careers curriculum which prepares them for the future.
- To enable all students to have access to excellent careers advice.
- To enable all students to experience a variety of career roles annually.
- to ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision-making skills to manage these transitions
- To promote equality of opportunity, celebrate diversity, challenge stereotypes
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about technical education qualifications or apprenticeships.
- To understand what it means by Enterprise and Higher Education

Intent: Students receive a wide range of Careers Education, Information, Advice and Guidance (CEIAG) in every year, based on the following three themes, as stipulated by the Career Development Institute:

1. Self-development
2. Careers exploration

3. Career management

We follow the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Implementation: The Careers Programme at Shireland Collegiate Academy is delivered to Years 7 through to Year 13 via:

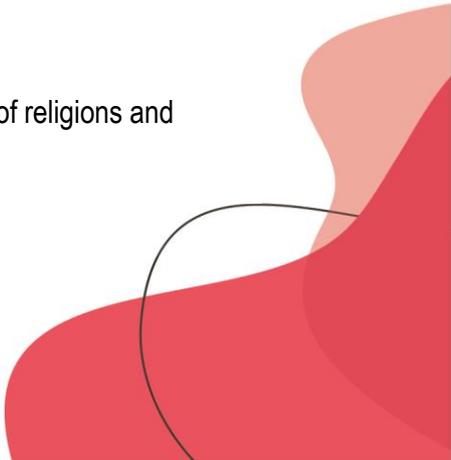
- Careers Focus Days
- Careers Workshops
- Guest Speaker Sessions
- Tutorial Programme Sessions
- Subject specific Careers Trips
- One on one careers interviews with our Careers Adviser
- Work Experience at Key Stage 5
- PSHE Sessions
- Group Talks by Employers, Universities and Training Providers
- Skills Development Activities
- Engagement in competitions and workshops
- Visits to Universities and Careers Events

The principle aim of Religious Studies is to explore what people believe and what difference this makes to how they live, so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Religious Studies is an essential component of a broad and balanced education and is a focal point in the curriculum for work on SMSCD and British Values. It enables the growth of religious literacy, essential for life in modern Britain and the wider world.

Religious Studies is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

The above aims are fulfilled through:

- provoking challenging questions
 - learning about religions and beliefs in local, national and global contexts
 - learn to weigh up the value of wisdom from different sources
 - equip students with systematic knowledge and understanding of a range of religions and beliefs
 - develop an aptitude for dialogue
- 

- articulate their personal beliefs, ideas, values and experiences while respecting the right of others to differ

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – Senior teachers of Personal Development, Religious Studies and Careers pulled together all relevant information including relevant national and local guidance in order to form the programme of study.
- Staff consultation - all staff were given the opportunity to look at the policy and make recommendations.
- Parents/stakeholder consultation - parents were given the opportunity to look at the policy and provide feedback.
- Student consultation - we investigated what exactly pupils want from Personal Development
- Ratification - once amendments were made, the policy was shared with Trustees and ratified.

Documents that inform the Academy's policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2019
- Equalities Act, 2010
- Keeping Children Safe in Education, DfE, 2019
- National Curriculum in England: science programmes of study, DfE, 2015
- Children and Social Work Act, 2017
- Behaviour and discipline in schools, DfE, 2016
- Special Education Needs and Disability Code of Practice: 0 to 25 years, DfE, 2017
- Mental Health and Behaviour in Schools, DfE, 2018
- Preventing and Tackling Bullying, DfE, 2017
- Promoting Fundamental British Values as part of SMSC in schools, DfE, 2014

This policy should be read in conjunction with our other Academy policies

Delivery of the Programme (Our Curriculum)

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

Personal Development will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum will complement, and be supported by, the Academy's education on healthy lifestyles through physical education, science and its sport, extra-curricular activity and school food. The Academy will deliver the content set out in Appendices 1 and 2 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is

broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The Senior Teachers in the Academy will work closely with colleagues in related curriculum areas to ensure the Personal Development programme complements and does not duplicate, content covered in national curriculum subjects such as science, IT and PE.

Details of the curriculum can be found in the Appendices attached to this policy. We may need to adapt the curriculum and its delivery as and when necessary.

Appendix 1: Overall content that will be delivered in each year group, which are matched to the statutory requirements and the Personal Development of study from the PSHE Association and government guidelines.

The Personal Development curriculum is delivered within form time and Personal Development lessons. Form tutors generally deliver the curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSE will be representative and inclusive of LGBT+ young people.

The Personal Development Programme and Science National Curriculum is taught in every year.

When students ask questions, we aim to answer them honestly. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the Personal Development curriculum.

Informal assessment is carried out in order to assess a student's understanding of a personal development topic. This will involve student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Educational Needs and Disabilities (SEND)

Personal Development will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The Academy will also be

mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages

Gender, Identity and Sexual Orientation

The Senior Teachers will ensure that LGBT+ content is fully integrated into the programme of study and threads across the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that Personal Development is relevant to them.

Roles and Responsibilities

The Trustees and Local Academy Councils will:

- Monitor the implementation of the policy across all Academies within the Trust
- Monitor student progress to ensure that pupils achieve expected outcomes
- Ensure that Academies are resourced in such a way that the Trust fulfils its legal obligations.
- Ensure that the subject is well led, effectively managed and well planned.
- Ensure that the quality of the provision is subject to regular and effective self-evaluation.

The Principal/Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy
- The subjects are staffed and timetabled in a way to ensure the Trust fulfils their legal obligations.
- The teaching of Personal Development is monitored to ensure that it is delivered in ways that are accessible to all students with SEND.
- The subject is taught consistently across the Trust and for managing requests to withdraw pupils from non-statutory elements of RSE.

The Senior Teachers of Personal Development, Careers and Religious Studies will ensure that:

- The curriculum is well planned and resourced, including ensuring that the curriculum is age-appropriate and of high-quality.
- The curriculum compliments, and does not duplicate, the content covered in National Curriculum subjects by working closely with colleagues in related curriculum areas.
- The subject is evaluated and monitored carefully across the Trust to ensure that the subject is being delivered consistently and to identify improvements and changes where necessary.
- Colleagues delivering the programme have the relevant training and feel confident to deliver the programme fully, including helping to develop colleagues' expertise in the subject. In addition, provide reports to the SLT of the effectiveness of the delivery of the subject.
- There is continuity and progression between each year group

- Each school in the Trust meets the statutory requirements in relation to RSE and Health Education, and Careers Education.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support
- At all times teaching will take place in the context of an explicit moral framework
- All points of view they may express during the course of teaching Personal Development are unbiased
- The teaching of Personal Development is delivered in ways that are accessible to all pupils with SEND
- The emphasis of teaching Personal Development will always be the importance and understanding of personal relationships and the right of the individual to make informed choices
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of the subject
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

All students are expected:

- to engage fully in Personal Development
- to treat others with respect and sensitivity when discussing issues related to Personal Development

Parents/Carers: The Trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Personal Development
- Encouraged to participate in the development of Personal Development
- Able to discuss any concerns directly with the Academy.

Right to withdraw students from sex education



Parents have the right to request that their child be withdrawn from some or all of sex education (not relationships, health education, SMSC, careers or RS) delivered as part of statutory RSE. The Trust, before granting any such request, will require the Headteacher/Principal to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The Headteacher/Principal will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

Working with external agencies

The Academy is aware that working with external partners will enhance the delivery of Personal Development and will support this to bring in specialist knowledge and implement different ways of engaging with young people. Where we use external agencies, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

The Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Child Protection Policy.

Safeguarding, reports of abuse and confidentiality

The Academy recognises that at the heart of Personal Development, the focus is on keeping children safe, and acknowledges the significant role Academies have in preventative education. We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Leads. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

Training

Staff are trained on the delivery of Personal Development as part of their induction and it is included in our continuing professional development calendar.

The individual schools will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Personal Development.

Monitoring and Evaluation of the Programme

It is the responsibility of the Senior Teachers of Personal Development, Careers and RS to oversee and organise the monitoring and evaluation of Personal Development, in the context of the overall school plans for monitoring the quality of teaching and learning. The Personal Development programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and regular monitoring and evaluation led by the Senior Leadership Team.

Monitoring activities used to ensure that the Personal Development programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Pupil voice
- Careers data
- Work scrutiny
- Curriculum plans

Evaluation activities are used to measure the impact of Personal Development programme and inform future planning. Evaluation activities include:

- Careers data, including analysis of destination data, career participation dashboard, activity survey, destination data – sustained data (DFE), school-level data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students, staff, parents, governors
- Student evaluations/pupil voice

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

Parents are welcome to give feedback on any aspect of the Personal Development programme.

Last Review Date: September 2020

Person Responsible: Rachel Walters



Appendix One

Year 7

| Health Education | Relationships and Sex Education | Social, Moral, Spiritual and Cultural Education |
|---|--|---|
| Emotions Wellbeing Esafety Healthy diet Active lifestyle Awareness of drugs and alcohol Keeping clean and stopping the spread of germs Basic first aid Changing adolescent body | Family tree What makes a good parent/carer Bad friendships & bullying Coercion and consent FGM Menstruation Characteristics of a healthy relationships | British Values Exploring different cultures Democracy, voting and elections Developing character strengths |

Religious Studies

Festivals and the community
 Inspiring people
 The big bang theory vs creation stories
 Religious Pilgrimage
 Beliefs about the afterlife
 Religious Leaders

Year 8

| Health Education | Relationships and Sex Education | Social, Moral, Spiritual and Cultural Education |
|--|--|--|
| Being empathetic Identifying emotions and finding out where to access help Supporting your friends Your online responsibility How food fuels your body The need for blood and organ donation Facts and the law relating to illegal substances Causes of body odour Importance of sleep | Different types of relationships Unsafe relationships How your behaviour impacts your parents/carers Stereotyping Gangs and grooming Being safe online – sharing images Forced marriage and honour based violence Puberty The impact of the media on body image Identifying consent | Human rights The Law Developing character strengths Making connections with the community Celebrating history Developing self esteem and confidence How citizens work together |

Year 8

If God is Trinity what does that mean for Christians
 Religious freedom
 Holy Water
 How do we express out spiritual ideas
 Why is there suffering?
 Religions in India

Year 9

| Health Education | Relationship and Sex Education | Social, Moral, Spiritual and Cultural Education |
|---|--|--|
| Communicating emotions Decision making Creating safe online spaces Differentiating real from fake Marketing of 'health products' Increasing knowledge of food and links to good and poor health Organ and blood donation Addiction and dependency Antibiotics and their uses Importance of sleep Basic first aid The effects of hormones on the body | Exploring different types of families Oppression of different groups & stereotyping Respectful relationships Identifying criminal behaviour in relationships Understanding the Equality Act Exploring consent Identifying the effects of poor choices on your body Expectations in a relationship Having ownership of your choices Contraception Sexually transmitted infections | British values Analysing personal qualities and strengths Exploring crime and consequences Impacts of poor behaviour on attainment Role of student leadership Understanding our constitutional monarchy Managing money |

Themes covered in Religious Studies in Year 9

- How do people express spirituality? (Christianity/Sikhism/Islam)
- Human rights and responsibilities: which is more important?
- What does it mean to be atheist, agnostic and humanist?
- Wisdom to live by (Christianity/Atheism)
- Revelation and miracles – reality or illusion (Judaism/Christianity)
- Crime and punishment
- Relationships
- Good, bad, right or wrong, how do I decide? (Christianity/Sikhism/non religious)
- What is so radical about Jesus?
- Does religion make peace or cause wars? (Christianity/Islam/Atheism)
- Why is there suffering? Are there any good solutions? (Christianity/Hinduism/Buddhism/ non religious)

Year 10

| Health Education | Relationship and Sex Education | Social, Moral, Spiritual and Cultural Education |
|---|--|--|
| <p>How to interact with others about emotions</p> <p>How to recognise emotional problems in other</p> <p>Developing resilience</p> <p>Effects of internet bullying</p> <p>Dangers of internet relationships</p> <p>Calorie and links between poor diet and disease</p> <p>Effects of drug on physical and mental health</p> <p>Immunisations</p> <p>The purpose of defibrillators</p> | <p>Identifying legal marriage in the UK</p> <p>Legal entitlements in stages of relationships</p> <p>Identifying harassment & violence in relationships</p> <p>Online sexually explicit material (including pornography) is often a distorted version of reality</p> <p>Laws around consent, exploitation, grooming, coercion, harassment, domestic abuse, rape, forced marriage, honour based violence and FGM</p> <p>How to be assertive and develop strategies to protect yourself</p> <p>Different types of relationships</p> <p>Stigma attached to poor choices</p> <p>Intimacy without sex – developing trust</p> <p>Fertility and contraception (including where to access contraception)</p> <p>Impact of pregnancy</p> | <p>Dealing with success and failure</p> <p>Strengths and weaknesses of criminal justice programme</p> <p>How to positively contribute to the community</p> <p>The role of the local police</p> <p>Cultural diversity</p> <p>Role of student leadership team</p> <p>Income and expenditure</p> <p>Budgeting, saving, credit and debit</p> |

Religious Studies Year 10 (Eduqas Short Course)

- Issues of relationships
 - Relationships
 - Sexual relationships
 - Issues of equality, gender prejudice and discrimination

Year 11

| Health Education | Relationship and Sex Education | Social, Moral, Spiritual and Cultural Education |
|--|---|--|
| <p>Dealing with exam stress</p> <p>Recognise when you need help</p> <p>How to engage in activities outside of school</p> <p>Online security</p> <p>Ensuring social media is a good reflection of you</p> <p>Eating for success</p> <p>Dealing with addiction</p> <p>Health screening</p> <p>Personal hygiene</p> | <p>Being a young parent</p> <p>Being in a committed stable relationship</p> <p>Child sexual exploitation</p> <p>Intimate v non intimate relationships</p> <p>Cultural expectations of reproduction</p> <p>Relationship abuse</p> <p>Problems in pregnancy – ectopic, miscarriage</p> <p>Loss and grief</p> <p>Abortion</p> <p>HIV and AIDS</p> <p>How to access resources</p> | <p>Mortgages, life insurance & home insurance</p> <p>Interpreting your wage slip</p> <p>Understanding the electoral system</p> <p>Impacts of criminal activity</p> <p>Contributing to society and you have left education</p> <p>Careers in public institutions</p> <p>Showing respect to others</p> |

Religious Studies Year 11 (Eduqas Short Course)

- Study of Christianity
 - Beliefs in Great Britain
 - Nature of God
 - Creation
 - Jesus Christ
 - Salvation
 - The afterlife

For Career specific content please see the Careers HUB site and relevant documents.