



Ark Blake Academy

'Empowering our pupils to take responsibility and seize their greatness.'

Relationship and Sex Education Policy

DRAFT

PURPOSE

The purpose of the RSE policy is to provide a framework for staff, pupils and parents in how we will deliver RSE as part of our PSHCE offer at Ark Blake Academy.

Date of last review:	December 2021	Author:	Principal
Date of next review:	December 2022	Owner:	Principal
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Project Board
School:	Ark Blake Academy	Key Contact Name:	Peter Shaw
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ARK MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning	RSE Policy
<input type="checkbox"/> Monitoring, Reporting & Data	
<input type="checkbox"/> Governance & Accountabilities	
<input type="checkbox"/> Teaching & Learning	
<input checked="" type="checkbox"/> Curriculum & Assessment	
<input type="checkbox"/> Culture, Ethos & Wellbeing	
<input type="checkbox"/> Pathways & Enrichment	
<input type="checkbox"/> Parents & Community	
<input type="checkbox"/> Finance, IT & Estates	
<input type="checkbox"/> Our People	

Vision, Mission & Values

‘Empowering our pupils to take responsibility and seize their greatness.’

Vision

At Ark Blake Academy, we believe that each of our pupils is born with unique potential for greatness which they can take responsibility to achieve. We believe that by working hard and living according to our Balke values, we can lead lives that bring fulfilment and strengthen our community.

Ark Blake will provide an excellent academic education, built on foundations of strongly held values. We will empower our pupils to take the responsibility to achieve academic excellence and flourish as confident, articulate, responsible citizens, who live according to their values.

Mission

All our pupils will fulfil their unique academic and personal potential. Every pupil will go on to university or follow the rewarding career of their choice.

Values

At Ark Blake Academy, our values will be strongly held and central in all that we do. Our school aim reminds us that it is by living according to our values that we can lead fulfilling lives and strengthen our community.

Ark Blake’s values are:

- Bravery;
- Leadership;
- Aspiration;
- Kindness and
- Endeavour.

Our values will be talked about at every opportunity and will be the basis for the character traits that we expect our pupils to show. Our pupils will be brave and ready to take the opportunities life presents. Our pupils will show leadership, taking the initiative and leading by example. Our pupils will be aspirational, aiming high and knowing that high expectations and hard work pay off. Our pupils will be kind in word and deeds, recognising that all are worthy of respect. Our pupils will show endeavour, working hard and navigating obstacles in their way while maintaining a positive attitude.

Our school aims also expresses our belief that each of our pupils is born with the unique potential for greatness for which they can take responsibility to achieve. In addition to our five Blake values, we will teach our pupils that it is through taking responsibility that they can apply all they have learned to build a fulfilling life and have positive impact on their community and the world around them.

Relationships and Sex Education (RSE)

Statutory Requirements

The Relationships 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 education¹. They also make Health Education compulsory in all maintained schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools and this policy should be read in conjunction with Ark Blake's PSHCE Policy.

This Policy sets out how Ark Blake Academy will deliver the content set out in statutory guidance, in the context of a broad and balanced curriculum. Effective teaching in PSHCE and curriculum subjects 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 of lessons.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Relationships and Sex Education at Ark Schools

We firmly believe that Relationships and Sex Education (RSE) delivered via the curriculum, the school environment and the school ethos is an essential part of a child's development. Not only does it provide information, it helps children develop their skills and form positive beliefs, values and attitudes. It is our belief that effective RSE has a positive impact on self-esteem and enables our students to have a positive view of relationships, sexuality and sex this embeds a culture of both personal and mutual acceptance and respect. Although it is important that the RSE programme recognises that there may be different cultural or faith based views relating to this area of the curriculum it is essential that what is taught reflects the diverse society in which we live, which includes LGBTQ, and that all children have access to age appropriate information free from stereotyping or discrimination.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Aims and objectives

This section provides guidance and information on all aspects of RSE, within the PSHCE programme, and aims to provide a secure framework within which staff can work, as well as to provide information for parents and carers regarding the RSE curriculum within the academy.

The following aims guide the teaching of Relationships and Sex Education:

- Pupils will have better relationship skills
- Pupils will be prepared for puberty and have a good knowledge of their own bodies
- Pupils will have an understanding of prejudice and its negative effects
- Pupils will be capable of seeking help and advice
- Pupils will be able to express their feelings
- Pupils will be aware of and be able to challenge the messages they receive from the media
- Pupils will be aware of their rights over their own bodies
- Pupils will be able to make informed choices (that reduce risk)
- All RSE will show recognition and understanding of:
 - Age of children and young people
 - The diversity of cultural influence that exist in society and the world
 - The influence of religious beliefs
 - The law

What is Relationship and Sex Education?

RSE is an opportunity for pupils to gain the knowledge as to how they will develop nurturing, healthy relationships that are not limited to just intimate relationships. Pupils will be able to identify what a healthy stable relationship looks like, this includes a successful marriage, a good friend, a good colleague and whatever type of relationship a pupil aims to commit to.

RSE will cover resisting pressure to engage with sexual activity including intercourse (and not applying pressure) as well as contraception and developing intimate relationships. Pupils will understand positive and negative behaviours that individuals could exhibit in a relationship. This will lead them to grow an awareness of how a good relationship can have a positive correlation with individual's mental health. Pupils will learn how to control a situation when the relationship is not what is desired.

It will support pupils prepare for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgments and behavior (see character education policy)
- Have the self-esteem and self-respect to value themselves and others
- Behave responsibly within sexual and personal relationships
- Communicate effectively (online/ offline)

- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV
- Identify the long-term impact an unhealthy relationship can have on mental well-being
- Neither exploit others nor be exploited
- Access confidential advice and support

Moral Framework (Character Education policy)

Our school believes that RSE should be delivered within the following moral framework (ref Character Education policy). Our programme promotes:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- Treating everyone equally; legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010)
- An awareness of the way others feel
- Mutual support and co-operation
- Honesty and openness
- The acceptance of the responsibility for and the consequences of personal actions
- the right of people to hold their own views within the boundaries of respect for the rights of others
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about sex and relationship issues

Why should RSE be taught?

RSE should be taught as pupils need to be equipped with the knowledge to enable them to make informed decisions about how they will live their lives. Key aspects of the law need to be identified to ensure students are clear on what is and is not acceptable in modern day Britain. This includes the age of consent, what is and is not consent as well as the law around pregnancy.

FGM (female genital manipulation) will be addressed as well as sexual exploitation, grooming and domestic abuse. Other types of harmful and abusive relationships will be explored so students are clear on the variables and able to identify what is and is not acceptable. In line with KCSIE, it is important for different types of abuse (physical, sexual, emotional and neglect) to be brought to the forefront as students could be in the midst of experiencing this / ensuring they are not a part of any of these types of unacceptable behaviours.

Pupils are online more than ever before. It is important that we ensure our pupils know how to be responsible online and keep themselves safe. We intend to highlight the risks and harmful content that is available online so our pupils can respond accordingly; report issues to relevant authorities as well as speak to a member of staff at our academy. Social media is growing and we want all of our students to behave responsibly online and we need to teach them how to do this to ensure they are abiding by our rules (behaviour policy).

By the end of key stage four pupils would have covered the following in RSE:

- Families and relationships
- Bullying
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The law
- Physical health and mental well-being (sleep problems)
- Menstruation

The interaction between PSHCE education and other subjects

RSE is embedded within PSHCE, however it is also delivered across the curriculum as it relates to a number of subjects.

Science will cover human biology through the curriculum offer. This will include puberty, conception as well as contraception. RSE will explore the choices that people can make and the reason behind those choices as well as how to be assertive when making decisions.

E-safety will be covered within Computing from 2022, and before that PSHCE lessons and the Digital Strategy. The content will be dynamic and respond to the risks that are constantly changing in relation to our pupils being online. It is important to explore the risks, including the law as it applies to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Physical Education will help students to be able to identify how to lead an active healthy lifestyle so they can reduce the chances of suffering from disease and infirmity.

Abortion and same sex relationships will be covered as part of the Religious Education curriculum. Pupils will be able to identify the law as well as the viewpoints of different faith groups and cultures on such issues.

At Ark Blake Academy, our Character Education programme ensures the teaching of all the required PSHCE, Personal Development, Wellbeing and SMSC teaching for pupils. Our aim is for our pupils to 'seize their greatness' live fulfilling lives and contribute to our community. RSE is a pivotal part of our PSHCE offer which is integral to our Character Education programme (Character Education Policy).

Diversity and Inclusion

The London borough of Croydon is an ethnically diverse borough. All our classes include pupils from a wide variety of cultures and faiths. These cultures and faiths often hold differing views about relationships and sexual behaviour. Our tutors and resources will be sensitive to these views but ensure that our pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Ark Blake Academy, like all public institutions has specific responsibilities in relation to equality and protected characteristic groups as per 'The equality act 2010'. Our RSE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that

their, maturity, sexual orientation and gender identity that may be ‘emerging’. This means that RSE is sensitive to the different needs of individual pupils and will evolve and adapt over time.

Equal Opportunities

Our RSE programme aims to be inclusive of all regardless of gender, race, ethnicity, religion, language, social circumstance, appearance, sexual orientation, or disability. Our RSE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration.

How was the content decided?

The content is based on the Relationship and Sex Education statutory guidance 2019. As well as the PSHE – Association, ‘Programme of Study for PSHE Education’ (Updated for 2020). In addition to this Ofsted’s handbook has been utilised under point 224 of the new framework for 2019. The June 2021 ‘Curriculum planning for RSE and Health Education in secondary schools as part of education recovery²’ has also been reflected in our curriculum offer.

The content has been selected so that, throughout the programme, pupils ‘practice’ life skills such as assertiveness, self-awareness, decision making, and consider all aspects of relationships and what may impact them. It also provides many opportunities for pupils to explore their own and others’ attitudes, values and opinions on a variety of issues.

In Key Stage 3 pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, how to access sources of advice and support and when and where to get help.

In Key Stage 4 pupils will learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They learn how HIV and other STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the potential link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered.

How are resources chosen?

RSE resources are chosen and checked for:

- Being up to date
- Being inclusive - including different types of sexuality
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993715/RSHE_and_MHiEAG-secondary-V1.1.pdf

Who is responsible for teaching RSE?

- Form tutors
- Curriculum teachers
- External agencies used to enhance the programme
- School Nurse

How does the school use outside agencies?

The delivery of Relationship and Sex Education is solely the responsibility of the academy, but occasionally appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in the academy. The academy has a code of practice for using visitors to support the delivery of PSHCE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's RSE policy and work within it
- All input to PSHCE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors' messaging and resources are checked in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils to inform future planning

How is RSE delivered?

RSE is delivered in weekly PSHCE lessons (and through drop down days at KS4) and through curriculum lessons such as Science, Religious Education, Physical Education and Computer Science. The delivery of RSE is also supported by one-off talks from the external agencies providers or speakers where appropriate. RSE is a part of our character programme as we attempt to help pupils along their journey to seize greatness and be the best version of themselves.

Working with Parents

The RSE curriculum aims to complement and support the sex education provided to our students at home. Parents and carers are informed regularly of the content of the PSHCE curriculum to be covered. Parents and carers are able to discuss issues relating to RSE with their child's form tutor, or a senior leader, if they choose too. Ark Blake will consult with our parent community to develop and review our policy on a regular basis. It is vitally important that our policy meets the needs of the students and parents we serve.

Withdrawal

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 does not include science). Parents will have to write to the Assistant Principal responsible, making this request at the beginning of the academic year so arrangements can be made for alternative provision.

Single and mixed sex groups

All pupils will receive the full RSE programme, however on occasion it may be appropriate to provide opportunities for pupils to discuss matters further in single sex groups or individually.

Dealing with questions

Ark Blake staff will:

- Answer only those questions that relate directly to the agreed programme/lesson
- Make it clear, through ground rules, that nobody should ask personal questions
- be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Use a question box (a box in the classroom that students can 'post' written questions). Decide whether or not this question box is anonymous. This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question.
- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually
- Encourage pupils to ask their parents/carers any question outside the planned programme
- Make provision for questions about sex, reproduction and puberty to be answered, outside the planned programme, where appropriate.
- Ensure that if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the safeguarding procedures (see Safeguarding Policy).

Safeguarding Children Statement

RSE may lead to disclosures of safeguarding issues. Children and all staff will be clear and follow the procedures for reporting their concerns. Further details can be found in the academy's Safeguarding Policy.

Confidentiality statement

Teachers are aware that effective relationship and sex education can lead to disclosure of a child protection issue. In these circumstances teachers cannot offer or guarantee absolute confidentiality. If a teacher believes that a child is at risk or in danger, they will record concern via EdAware and talk to the DSL.

Training

Teachers of RSE meet regularly for Year Meetings to plan and prepare for the delivery of PSHCE and RSE. Where necessary teachers are trained by external subject experts relating to specific topics, e.g. FGM training is delivered by Ark during September Safeguarding training.

Monitoring and Evaluation

The Assistant Principal will report to the Principal and be responsible for:

- Ensuring the RSE policy and programmes are implemented as agreed
- Supporting staff to assess students' progress
- Recommending targets for whole school development

Links to other policies:

- PSHCE Policy
- Curriculum Policy
- Character Education Policy
- Behaviour Policy
- Drugs Weapon Alcohol Education Policy

PSHCE including Relationships and Sex Education Curriculum Overview

Year 7

Autumn Term

Autumn 1 – Relationships	
Week 1	<p>What is PSHCE? Students should develop their understanding of;</p> <ul style="list-style-type: none"> - Overview of the year - The importance of the PSHCE learner contract (and sign these and glue them in their books) - Transition from primary / culture of PSHCE / Character - Introduce self-awareness topic
Week 2	<p>Self-awareness Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the meaning of self-esteem, mental wellbeing and mental illness - how the media portrays young people; recognising the impact on body image/ health issues - how to manage feelings regarding the media's portrayal of idealized and artificial body shapes and lifestyles - what happiness is and what social media and society portrays happiness to be
Week 3	<p>Types of relationships Students should develop their understanding of;</p> <ul style="list-style-type: none"> - how to talk about emotions accurately and sensitively - different types of relationships – families, friends, teachers, adults, people in authority etc. - how to maintain healthy relationships - the characteristic and benefits of positive, strong, supportive and equal relationships
Week 4	<p>Black History Month Students should develop their understanding of;</p> <ul style="list-style-type: none"> - a topical BHM theme – prepared by the history department
Week 5	<p>Sensitivity Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the impact of people's choices on others mental health - how can we be mindful of other people and what they are going through? - what can we do in everyday life to be positive role models, who show compassion, empathy and integrity
Week 6	<p>Self-reflection Students should develop their understanding of;</p> <ul style="list-style-type: none"> - what they have learned this half-term and what are they looking at next half-term - review the PSHCE learner contract
Autumn 2 – Bullying	
Week 1	<p>Target setting week/ SEND Awareness Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the importance of their targets - the importance of having these written in planners - Raise awareness of SEND and emerging needs
Week 2	<p>What is bullying? Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the different types of bullying and abuse in all its forms (including prejudice-based bullying both in person and online/ via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
Week 3	<p>Verbal and physical bullying Students should develop their understanding of;</p> <ul style="list-style-type: none"> - what is a bystander-bully? - how to identify the signs of verbal and physical bullying – look at case studies

	<ul style="list-style-type: none"> - Protected characteristics - the skills and strategies required to manage being targeted or witnessing others being targeted
Week 4	Cyberbullying part 1 and staying safe online Students should develop their understanding of; <ul style="list-style-type: none"> - anonymity online/ safe and the acceptable use of social media - what constitutes cyberbullying and the different forms (text, social media, videos, photos, tagging etc.) - what do if strangers contact you online - how to report cyberbullying at school and at home
Week 5	Racism and religious prejudice Students should develop their understanding of; <ul style="list-style-type: none"> - the different ways in which young people can be victims of racist and religious prejudice - look at some case studies of racism and religious prejudice
Week 6	Addressing homophobic bullying Students should develop their understanding of; <ul style="list-style-type: none"> - the unacceptability of sexist, homophobic, bi-phobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so - the importance of respecting difference and treating everyone equally - the ABA behaviour policy and bullying policy and how we address these forms of bullying
Week 7	Tolerance Students should develop their understanding of; <ul style="list-style-type: none"> - the meaning of tolerance and what stereotypes are - why it is important to be tolerant and the different ways we can achieve this - why it is important not to stereotype different individuals or groups of people - the meaning of discrimination and what we should do if we feel we are being discriminated against or you witness other being discriminated against

Spring Term

Spring 1 – Diversity and Equality	
Week 1	Introduction to diversity Students should develop their understanding of; <ul style="list-style-type: none"> - what diversity means and what it looks like in modern Britain - how Britain (and our community) is made up of many different and diverse people (protected characteristics): Countries, religions, ethnic groups, sexual orientation, gender, disability and age. All equal in rights and law. All to be treated with equal Kindness and respect.
Week 2	Stereotypes part 1 Students should develop their understanding of; <ul style="list-style-type: none"> - what stereotypes are and how we use them in day-to-day life - the meaning of prejudice the impact this can have on ourselves and those around us
Week 3	Different cultures Students should develop their understanding of; <ul style="list-style-type: none"> - what the world/ Britain/ our community would be like without diversity - how the diversity around us has impacted us and how we can become more tolerant?
Week 4	Multicultural London Students should develop their understanding of; <ul style="list-style-type: none"> - what it means to be British - why is London such a popular place to visit and why have so many diverse cultures settled in one place - why do we need to be tolerant in our own community? - Why it is important to eliminate discrimination and victimisation
Week 5	Extremism and intolerance (PREVENT) Students should develop their understanding of; <ul style="list-style-type: none"> - what counts as extremism and what is an ideology? - Intolerance that leads to prejudice and discrimination

Week 6	Radicalisation (PREVENT) Students should develop their understanding of; <ul style="list-style-type: none"> - what does it mean to be radicalised? - signs and symptoms of a radicalised person - dangerous pitfalls to avoid
Spring 2 – Entrepreneurship and Careers	
Week 1	Why do you need a CV? Students should develop their understanding of; <ul style="list-style-type: none"> - Application form vs CV - the varying components of a CV - what you can do throughout your education career to improve and develop your CV
Week 2	What is a career? Aspirations and self-awareness Students should develop their understanding of; <ul style="list-style-type: none"> - To consider on our aspirations for the future - To explore different career sectors
Week 3	What is my money personality? Students should develop their understanding of; <ul style="list-style-type: none"> - To explore bank accounts available to young people.
Week 4	Money in real life Students should develop their understanding of; <ul style="list-style-type: none"> - how adults manage their money - what incoming and outgoing adults have - the basics of economising
Week 5	The basic rules of business Students should develop their understanding of; <ul style="list-style-type: none"> - Different types of business - Career and employment legislation - Minimum wage
Week 6	Creating a business Students should develop their understanding of; <ul style="list-style-type: none"> - To consider various roles in a business - To use creative skills to explore starting a business (Task based on students creating their own business)

Summer Term

Summer 1 – Health	
Week 1	Physical health (NHS SERVICES) Students should develop their understanding of; <ul style="list-style-type: none"> - The importance of physical exercise and its impact on positive mental wellbeing - What constitutes a healthy lifestyle; exercise, maintaining a healthy weight, healthy eating and the links between an inactive lifestyle and ill health - the link between physical activity and mental wellbeing and how to combat stress - the characteristics of a healthy lifestyle, maintaining a healthy weight, as well as the inactive lifestyle and ill health including cancer and cardio-vascular ill-health - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - About dental health and the benefits of oral hygiene, including visits to the dentist - immunisations
Week 2	Mental health (NHS Services) Students should develop their understanding of; <ul style="list-style-type: none"> - the difference between mental health and mental illness. Students should explore the fact that mental health can vary depending on a variety of factors - the positive actions students can adopt to maintain positive mental health - the impact of physical exercise and nutrition have on their mental health
Week 3	Child sexual exploitation (Children’s Services) Students should develop their understanding of;

	The law in relation to CSE – resources to be produced by DSL
Week 4	<p>Hygiene and puberty (POTENTIALLY DELIVERED BY EXTERNAL)</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the key facts about the changing adolescent body and puberty - the main changes which take place in males and females, and the implications for emotional and physical health - hygiene - how to manage growth and changes as part of growing up including – puberty and physical and emotional changes of adolescence - personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing
Week 5	<p>The impact of technology on our health and wellbeing</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the importance of using technology in a healthy manner – phones, laptops, consoles etc. - the impact of not getting enough sleep from using technology - the ways in which technology (and social media in particular) can have an impact on our mental health - what is considered 'healthy' use of technology for young people
Week 6	<p>FGM (Criminal Law)</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - what are the keys signs to look out for? - What do you do if you notice these signs? - What does the law say about FGM? - What support is out there? - recognising the signs of a relationship when it is unhealthy or abusive and the strategies to manage this or access support for self or others at risk
Summer 2 – Keeping Safe	
Week 1	<p>Right and wrong. Making sensible decisions (Law)</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - moral compass – why do we make certain decisions and how do we know what is the right decision and when to make the right decision - what factors might affect this – peer pressure, influence, habit, nature etc. - Look at some case studies where students are forced to make decisions and explain their reasoning - Respecting the law
Week 2	<p>Peer pressure</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - What is meant by peer pressure - How to identify signs of peer pressure? - What to do if you see other people becoming victims of peer pressure - What support is out there for young people?
Week 3	Road safety presentation
Week 4	<p>Road safety – bicycles, skateboards, crossing the road, buses, kidnapping and looking out for strange people in cars</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - This should follow on from the presentation last week - Why is road safety so important – look at facts and figures - How to cross the road safely focusing on the use of headphones? - Why it is important to avoid walking around on your own, particularly at night
Week 5	<p>Stop and search (Criminal Law)</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - what stop and search means, why the police use this and what students should do if they are asked to be searched by the police - how to stay safe in the community and the risks of carrying knives and weapons - the law around stop and search
Week 6	<p>Stress and revision</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - why revision is so important and how to revise effectively

	<ul style="list-style-type: none"> - the importance of sleep, relaxation, nutrition and the impact they have on stress – particularly around exam season
Week 7	<p>End of year reflection</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - what they have learned throughout the term and the year - what they want to improve on in Y8 - the targets they have set themselves for the summer holidays and the new start in September

Year 8

Autumn Term

Autumn 1 – Relationships	
Week 1	<p>Citizenship and community</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - What is citizenship? - What is a community? How do the two link? - What makes a good citizen and what kind of community would you like to live in? - Respect of the Law
Week 2	<p>Changing relationships</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - recognising the signs of a relationship when it is unhealthy or abusive and the strategies to manage this or access support for self or others at risk - The impact of adolescence and puberty and how this can affect your friendships and relationships with your family - How can we be sensitive to people close to us and try not to hurt people who care of us? - That it is normal to drift away from some friends and to forge new friendships as you get older, particularly if they have a positive impact on your life
Week 3	<p>What is important in a healthy relationship? (Criminal Law)</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the fact that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other - how to seek the consent of another person and be sure that consent has been given – how to assertively withhold or withdraw consent - the impact of domestic abuse - what support services are available to them should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them
Week 4	<p>Black History Month</p> <p>Students should develop their understanding of; a topical BHM theme – prepared by the history department</p>
Week 5	<p>Can the relationships we have now impact our future relationships?</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - what constitutes a healthy or unhealthy relationship? - Nature vs nurture – explore how sometimes the things we see, experience and learn from others can have a lasting effect, but also that everyone has a choice about how they behave and treat people, regardless of their own past experiences
Week 6	<p>Reflection of the term</p> <p>Reflect on the PSHCE topic studied this half term and plan homework over half term</p>
Autumn 2 – Bullying	
Week 1	<p>What do we already know about bullying?</p> <p>Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the different forms of bullying they have already looked at - the strategies for managing being targeted or witnessing
Week 2	<p>Bullies, victims and bystander bullies</p>

	Students should develop their understanding of; <ul style="list-style-type: none"> - the different types of bullying - responsibilities of bystander bullies - how can you report bullying and why is it so important
Week 3	Cyberbullying part 2 Students should develop their understanding of; <ul style="list-style-type: none"> - an understanding of where to get help if a young person or someone close to them is a victim of cyberbullying
Week 4	Ark Blake Anti-bullying campaign Students should develop their understanding of; <ul style="list-style-type: none"> - what do we do at Ark Blake and how can we all help to prevent and report bullying
Week 5	Racism and religious prejudice part 2 (criminal law) Students should develop their understanding of; <ul style="list-style-type: none"> - prejudice-based bullying – in person, online, via text, exploitation and trafficking - protected characteristic - Hate crime
Week 6	Homophobic bullying part 2 (criminal law) Students should develop their understanding of; <ul style="list-style-type: none"> - what is homophobic bullying and how does it differ to other types of bullying? - What do we do at ARK BLAKE and how do you deal with homophobic bullying? - Protected characteristic - Hate crime
Week 7	Reflection of the term Reflect on the PSHCE topic studied this term and launch the stretch project

Spring Term

Spring 1 – Diversity & Equality	
Week 1	Target setting week/ SEND Awareness Students should develop their understanding of; <ul style="list-style-type: none"> - the importance of their targets - the importance of having these written in planners - raise awareness of SEND and emerging needs
Week 2	Community cohesion (and different cultures) Students should develop their understanding of; <ul style="list-style-type: none"> - what we can all do to make it easier to all live together and appreciate one another - the benefits and advantages of living in a diverse community
Week 3	LGBT – (Civil Law) Students should develop their understanding of; <ul style="list-style-type: none"> - what LGBT is - why it is so important to respect difference and treat everyone equally - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability can cause damage - same sex marriage - the legal rights and responsibilities regarding equality (equalities act 2010) and that everyone is unique and equal - protected characteristics
Week 4	Migration Students should develop their understanding of; <ul style="list-style-type: none"> - factors that drive people away from their homeland - factors that draw people in to a new country - benefits and disadvantages of immigration and migration
Week 5	Our rights (Civil law) Students should develop their understanding of; <ul style="list-style-type: none"> - human rights – what are they and why do we have them? - why human rights are protected - why they are so important
Week 6	Extremism and radicalisation part 2 (PREVENT) Students should develop their understanding of; <ul style="list-style-type: none"> - what do we mean by extremism and radicalisation (with examples)

	<ul style="list-style-type: none"> - why people become radicalised - how to report and prevent these issues
Spring 2 – Careers	
Week 1	Self-awareness – Civil Law Students should develop their understanding of; <ul style="list-style-type: none"> - what is self-awareness? - why is it so important in life?
Week 2	Extra-curricular activities and developing into a rounded person Students should develop their understanding of; <ul style="list-style-type: none"> - the extra-curricular activities available inside and outside school - the skills associated with these activities - extra-curricular activities developing skills employers value.
Week 3	Who and what influences your career? Where do we get aspiration from? Students should develop their understanding of; <ul style="list-style-type: none"> - the influences on my career, including parental, peer, media, etc.
Week 4	Social media and technology in careers Students should develop their understanding of; <ul style="list-style-type: none"> - how misusing social media sites could have an impact on your safety and future employment. - the potential dangers and advantages of social media - the ways in which you can prevent issues on social media from occurring
Week 5	How do you choose a career? Students should develop their understanding of; <ul style="list-style-type: none"> - what is a career? - how to explore different careers - how to match my strengths/skills and interests to some careers that might be right for me
Week 6	Why is education so important? Students should develop their understanding of; <ul style="list-style-type: none"> - what does education teach us? - what would happen without education? - how I can use my education and the opportunities that I have been given?

Summer Term

Summer 1 – Health	
Week 1	Drugs part 1 (Criminal Law) Students should develop their understanding of; <ul style="list-style-type: none"> - the personal and social risks and consequences of substance use and misuse - Addiction and the physical and psychological consequences of addition, including alcohol dependency
Week 2	Child sexual exploitation/ exploitation (Children services/ Police/ Prevent) Students should develop their understanding of; <ul style="list-style-type: none"> - Resources to be provided by the DSL
Week 3	Periods and menstrual cycle (EXTERNAL SESSION SPLIT BY GENDER?) Students should develop their understanding of; <ul style="list-style-type: none"> - the key facts about the changing adolescent body and the menstrual cycle - the main changes which take in females, and the implications for emotional and physical health - how to manage growth and changes as part of growing up including human reproduction and pregnancy
Week 4	Parenting – (Civil Law) Students should develop their understanding of; <ul style="list-style-type: none"> - what makes a good parent? - what do good role models look like? - why family values are important - civil law and families
Week 5	Mental health (Services NHS) Students should develop their understanding of;

	<ul style="list-style-type: none"> - how to talk about emotions accurately and sensitively, using appropriate vocabulary - that happiness is linked to being connected to others - common types of mental ill health (e.g. anxiety and depression) - the benefits of physical exercise, time outdoors, community participation and voluntary ad service-based activities on mental wellbeing and happiness.
Week 6	<p>Mental Wellbeing (Services NHS) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - How to recognise the early signs of mental wellbeing issues - How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health - The impact that others (and their attitudes) can have on your mental wellbeing
Summer 2 – Keeping Safe	
Week 1	<p>Respect - Attitudes towards boys and girls Students should develop their understanding of;</p> <ul style="list-style-type: none"> - recognising the signs of a relationship when it is unhealthy or abusive and the strategies to manage this or access support for self or others at risk
Week 2	<p>Analysing risk and basic first aid (NHS Services) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the difference between risks/ dangers/ hazards and basic first aid and when to use it - how to source emergency help - basic treatment for common injuries. Life-saving skills and how to administer CPR - the purpose of defibrillators and when one might be needed - how to make a clear and efficient call to the emergency services, if necessary.
Week 3	<p>Use and misuse of social media (Criminal Law) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - how social media can distort situations and issues - how to identify harmful behaviours online and find support - how social media and can narrow understanding and appear to validate narrow views - Email, phishing, - The law for hateful comments and distributing underage nudity
Week 4	<p>Importance of sleep, healthy eating and nutrition (Services NHS) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - what constitutes a balanced diet and benefits of maintaining a balanced diet - how to maintain healthy eating and links between a poor diet and health risks – tooth decay and cancer - Explore the risks associated with both obesity and dieting - What influences peoples' decisions about eating a balanced diet - The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
Week 5	<p>Gambling and its consequences Students should develop their understanding of;</p> <ul style="list-style-type: none"> - why people might choose to gamble and the potential consequences - how the industry influences their choices and engages them in gambling and advice and support if worried about themselves or others
Week 6	<p>Joint Enterprise/ Stop and Search (Criminal Law) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - what stop and search is and why police carry this out - the law - why it is necessary and what an appropriate response is to a police officer when asked to be searched - What does Joint Enterprise mean?
Week 7	<p>End of year self-reflection Students should develop their understanding of;</p> <ul style="list-style-type: none"> - what they have learned this year and what are they looking at next year - review the PSHCE learner contract

Year 9

Autumn Term

Autumn 1 – Relationships	
Week 1	Families Students should develop their understanding of; <ul style="list-style-type: none">- What is a family? Different types of family and family values- Explore why parents might choose to adopt/ foster or place students for adoption/ fostering- The roles and responsibilities of parents, carers and children in families
Week 2	Healthy friendships Students should develop their understanding of; <ul style="list-style-type: none">- the traits of a true friend and friendship- what aspects of a friendship make it healthy or unhealthy? This should cover; trust, respect, honesty, boundaries, privacy, consent, and how to manage conflict, reconciliation and ending relationships.- What students should do if they encounter a friendship that is unhealthy (either themselves or someone close to them)- The support services available to them if they are being abused or in an unhealthy relationship
Week 3	Respectful romantic relationships and consent (Criminal Law/ Prevent) Students should develop their understanding of; <ul style="list-style-type: none">- how relationships can cause strong feelings and emotions (including sexual attraction)- the qualities and behaviour traits students should expect and exhibit in a wide variety of relationships (teams, classes, friendships and relationships)- that different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (age, gender, power and interests)- recognising the signs of a relationship when it is unhealthy or abusive and the strategies to manage this or access support for self or others at risk- what constitutes sexual harassment and sexual violence and these are always unacceptable- Extreme relationships – Prevent link to forced marriages and women from the UK flying to Syria (e.g. Aisha Begum)
Week 4	Breakdown of relationships/ forgiveness, maturity and moving on (Civil Law) Students should develop their understanding of; <ul style="list-style-type: none">- how the following things can impact relationships - change, transitions, loss, separation, divorce and bereavement- how to maintain solid friendships and healthy relationships (romantic and family)
Week 5	Relationships and social media (Criminal Law) Students should develop their understanding of; <ul style="list-style-type: none">- the ways in which social media can impact a friendship or relationship, both positively and negatively- what to do if a relationship breaks down as a result of social media
Week 6	Gangs (Criminal Law) Students should develop their understanding of; <ul style="list-style-type: none">- what constitutes a gang?- The common factors that can drive join a gang- The impact of young people in a gang- Joint Enterprise- The impact it can have on a young person's future
Week 7	Peer pressure (Criminal Law) Students should develop their understanding of; <ul style="list-style-type: none">- the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks- 'peer pressure' and have strategies to manage it- being reverted/converted to extreme ideologies by friends – Prevent link.
Autumn 2 – Entrepreneurship	

Week 1	Project – The Customer <ul style="list-style-type: none"> - what is a customer? - why are they important to business?
Week 2	Project– The Big Idea <ul style="list-style-type: none"> - Use information gained from your customer to create a solution - Can the solution be enhanced?
Week 3	Project – Business plan <ul style="list-style-type: none"> - What is a business plan? - How do different companies have different business plans? - Who will help you? - What do you need? - How much funding is required?
Week 4	Project – Branding- <ul style="list-style-type: none"> - What is a brand? - Create a brand message? - Create marketing material for the brand
Week 5	Project – Pitching <ul style="list-style-type: none"> - What is a pitch? - What makes a good pitch? - Common mistakes - Create a pitch for the brand
Week 6	Project – Presentation <ul style="list-style-type: none"> - Pitch ideas to the class - Class votes on top two ideas to be pitched to the year group
Week 7	Project – Presentations continued/ Year group assembly celebration <ul style="list-style-type: none"> - Top two ideas voted for to present to year group

Spring Term

Spring 1 – Year 9 Options Journey	
Week 1	Options Assemblies
Week 2	Options Assemblies
Week 3	Options Assemblies
Week 4	Options Assemblies
Week 5	Options Assemblies
Week 6	Options Assemblies
Spring 2 – Year 9 Options Journey	
Week 1	Options Assemblies
Week 2	Options Assemblies
Week 3	Options Assemblies
Week 4	Options Assemblies
Week 5	Options Assemblies
Week 6	Options Assemblies
Week 7	Options Assemblies

Summer Term

Summer 1 – Health	
Week 1	<p>Introduction to sexual health (EXTERNAL SPEAKER) (External speaker)</p> <ul style="list-style-type: none"> - Topics covering safer sex and sexual health so young people are equipped to make safe, informed and healthy choices as they progress through adult life. There should be opportunities for students to ask questions (including an anonymous question box in forms)
Week 2	<p>Consent and the law around sex (Criminal Law) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - how relationships can cause strong feelings and emotions (including sexual attraction) - the respect and right not to have intimate relationships until ready - readiness for sex and the benefits of delaying sexual activity - recognising the signs of a relationship when it is unhealthy or abusive and the strategies to manage this or access support for self or others at risk - what constitutes sexual harassment and sexual violence and these are always unacceptable
Week 3	<p>Contraception (Services NHS) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - a very basic overview of the differences between STIs and STDs - why contraception is so important focusing on unwanted pregnancies and the prevention of STIs and STDs - the different forms of contraception available and the advantages and disadvantages of each one - how young people can access contraception in the local area for free
Week 4	<p>STIs (Services NHS) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the difference between STIs and STDs - how certain infections can be spread through sexual activity and that contraception's can offer some protection - the facts (and myths) around common STIs and dispel any myths - what to do if you have or suspect you have an STI
Week 5	<p>Sexting and being safe online (Criminal Law) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the safe and responsible use of information communication technology including personal data - the law around young people sharing nudity - personal boundaries around those aspects of their lives they wish to be private - Understand the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks including the fact that sharing explicit images may constitute a serious criminal offence (images of children carries severe penalties including jail) - The impact of viewing harmful content online
Week 6	<p>Marriage, civil partnerships and family (Civil Law) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the characteristics and benefits of positive, strong, supportive and equal relationships - the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
Summer 2 – Keeping Safe	
Week 1	<p>Body image (Services for support)</p> <ul style="list-style-type: none"> - to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography) - to recognise the impact body image can have on a young person's mental wellbeing and state of mind
Week 2	<p>Eating Disorders (Services for support) Students should understand;</p>

	<ul style="list-style-type: none"> - what constitutes an eating disorder including some clarification of some of the more common disorders – binge eating, bulimia and anorexia nervosa - what to do and how to seek help if you have an eating disorder or you suspect someone close to you has an eating disorder - the long lasting effects they can have on someone’s health and mental wellbeing
Week 3	<p>Self-harm (Services for support) Students should understand;</p> <ul style="list-style-type: none"> - what constitutes self-harm and different forms of what this looks like - the impact this can have on others close by to the victim - the impact of bullying and peer pressure on young people - how mental health can influence the decisions of young people and the effect of self-harm on a young person’s ongoing mental health
Week 4	<p>Exploitation (including CSE update) with FGM update (Children’s services) Students should understand;</p> <ul style="list-style-type: none"> - Or develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support. - recognising the signs of a relationship when it is unhealthy or abusive and the strategies to manage this or access support for self or others at risk - what constitutes sexual harassment and sexual violence and these are always unacceptable
Week 5	<p>Drugs in society and the law (Criminal) Students should understand; (Explore the law relating to the supply and possession of illegal substances)</p> <ul style="list-style-type: none"> - Explore addiction and why people get addicted to drugs - Understand the personal and social risks and consequences of substance abuse - Explore the link between addiction and crime and the impact of innocent people
Week 6	<p>Knife crime & Joint Enterprise (Criminal law) Students should understand;</p> <ul style="list-style-type: none"> - why stop and search exists and the relation to the rise in knife crime in London in 2018-19 - Joint enterprise - figure and facts about knife crime in relation to young people - what to do if you are worried about knives (yourself or someone close to you)
Week 7	<p>Mental wellbeing part 2 (NHS Services) Students should develop their understanding of;</p> <ul style="list-style-type: none"> - the characteristics of mental and emotional health and strategies for managing it) - Explore strategies for managing mental health including stress, anxiety and depression - Also explore a broader range of strategies promoting your own emotional wellbeing