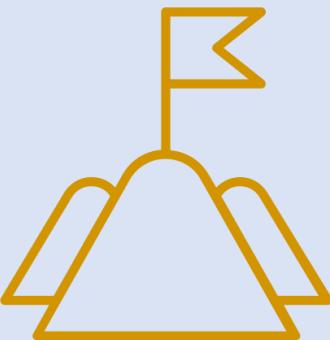




CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Creating the Vision

Creating a climate for great learning, success and opportunity



Creating a climate for great learning, success and opportunity



PSHE/RSE parental drop in Personal, Social, Health and Economic Education

05.03.25



CREATING A CLIMATE FOR GREAT LEARNING,
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Outline

- Aims of our PD/PSHE Education
- What is RSE?
- The context and purpose of RSE in the school curriculum
- Key headlines from the school's RSE policy
- The importance of parental engagement in RSE and how parents can support the work of the PSHE department



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Personal Development at Benton Park School

- Personal Development covers many aspects in school which contribute to the development of our students as young adults and active citizens.
- It is covered across all curriculum subject areas and in outside lesson opportunities such as student leadership, extra curricular, trips, rewards etc.
- PD is a stand alone lesson which students have once a week, this is planned and designed over the 5/7 year journey students have with us to develop and support them through a preventative and proactive curriculum.



PD at Benton Park School

- As a part of your child's education at Benton Park, we promote personal wellbeing and development through a comprehensive PD programme.
- This includes;
 - PSHE
 - Citizenship and British Values
 - SMSC (social, moral, spiritual and cultural development
 - Living in the Wider World- careers, finance, life skills
 - Health and Wellbeing- mental and physical health and support
- Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.



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PSHE- a preventative curriculum

- Equip our students with the skills they will need throughout their educational journey and beyond.
- Feel positive about themselves and encourage positive self-esteem
- Be confident to discuss relevant moral dilemmas and use evidence to support their views
- Make real and informed choices and decisions about their lifestyle
- Develop good personal relationships
- Recognise and respect the diverse world we live in
- Find information and advice about their future career goals
- Be ready to cope with change
- Play an active role as citizens in the local and national community
- Address any misconceptions students may have

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PSHE policy at Benton Park School

- Full up to date policy is available on our website (reviewed annually).
- PD and PSHE is an integral part of the education we provide; we ensure that all students receive PSHE guidance throughout their time at our school, as it is part of our core curriculum offer in Years 7- 13.
- The PSHE curriculum needs to underpin other subjects within our school.
- Some elements of the guidance are **statutory** from September 2020,
- In 2020 all of our programmes of study and progression maps for these key curriculum areas were revised and tailored to meet the needs of our students and the government guidance. Safeguarding, pastoral staff, our Special Educational Needs Coordinator and student feedback has informed this planning.
- This programme will continue to be reviewed annually.



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PD Curriculum plans

Half Term 1

Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Charity	Transition and Safety		Celebrating Diversity		
School Charity	Personal safety and first aid	What do we mean by healthy lifestyle?	Road Safety POLED	Protected Characteristics	Helping Your Friends And Understanding my Emotions
Charity	Health and Well being	Healthy lifestyle- addiction			
School Charity	Health and Well being	What is an addiction (POLED)	How harmful is binge drinking?	Vaping and smoking	Vaping and smoking 2
Charity	Peer Influences and behaviours				
School Charity	How can we deal with peer pressure?	Why is fighting not the answer? POLED	Anti Social behaviours	Gangs and County Lines	How does knife crime impact our lives?
Charity	Mental health and wellbeing		Islamophobia		
School Charity	Happiness and positivity	Social media and self esteem	Common types of mental health	Confronting Islamophobia	Islamophobia in the Media
Charity	Building for the future				
School Charity	Independent living	GCSE and study skills	Building resilience	Cancer awareness and prevention	University or college?

Half Term 2

Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
	Citizenship: Rights and Responsibilities				Celebrating Diversity	
Understanding my Emotions	Rights and responsibilities	Human Rights	Social Action Movements	Social Action Campaigns	Prejudice and stereotypes	Ableism and disability discrimination
Wellbeing and body Image					School Food Champions Project	
How do we cope with stress and anxiety?	Self harm-signposting support and mental health	Body Image – link to mental health	'It was just a joke' Gender stereotypes and body shaming	Don't fool us fuel us	That's Not fair	We make change
Careers and aspirations			Human rights and war			
The right career for me	STEM careers	GCSE Options- making the right choice	International Organisations	Peace war and conflict	Human rights during war	Aid and supporting other countries
Rights and free trade			Toxic Relationships			
Striking and Trade Unionism	Women's Rights and Equality	Fair Trade and Free Trade	What is Incel culture? POLED	What is toxic culture? POLED	What are sexual offenses? POLED	Harassment
Living in the wider world					Communication In Relationships	
Applying for college	What makes a good CV	How do we prepare for job interviews	Assertiveness	Interview Skills	What is emotional abuse? (POLED)	Peer on Peer abuse and healthy relationships

Half Term 3

Lesson 16	Lesson 17	Lesson 18	Lesson 19
Celebrating Diversity		Community citizens	
Bullying and cyber Bullying	Dealing with bullying (inc LGBT bullying)	Who has the power to bring about change in our communities Lesson 1	Who has the power to bring about change in our communities Lesson 2
School Food Champions Project		Identity and Relationships	
School Food Matters	Spread the Word!	Who am I? Developing Identity	Child on Child abuse (POLED)
Respectful Relationships			
Types of relationships	Same Sex Relationships	Sexual consent and the law	What is CSEB POLED
Faith Belief and Debate			
Harassment (Including LGBT)	Euthanasia	Euthanasia PT2	Playing God
Health and Wellbeing Exams			
Forced marriage and the law (abuse)	Dealing with stress and anxiety	Self regulation and me	Skills Builder - Self management

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Statutory Guidance from the DfE 2020- Relationships and Sex Education

Parents guide to RSE-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE secondary schools guide for parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE%20secondary%20schools%20guide%20for%20parents.pdf)

- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like.
- It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
- It should teach what is acceptable and unacceptable behaviour in relationships.
- Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.



DfE statutory guidance- equality and diversity

'Pupils should 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.

When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE program, rather than addressed separately or in only one lesson.'



DfE guidance- statutory sensitive topics

'Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly.'

Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also 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.'

As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.'



The right to withdraw from sex education

The new statutory regulations and guidance applies from September 2020-

- Parents **will not** be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents **will** be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that '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.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'
- Schools must make alternative arrangements for pupils whose parents choose to withdraw them from SRE lessons.



Staff support and CPD/ Student support

- All staff are well trained and supported to ensure that all our students receive a strong PSHE offer
- Ongoing staff training, including training from outside agencies e.g. NSPCC
- School works with and in consultation with the Local Authority and our internal safeguarding team
- Students are signposted to further support both in and out of school
- Parental updates termly with support links and curriculum content.



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Feedback

- Student voice is taken every half term and annually through the My Health, My School survey
- Health and Wellbeing Advisor – Local Authority
- Healthy Schools and Mindmate Friendly certification
- External agencies- Poled, PSHE Association, ACT Citizenship, SSO, Mindmate
- Red Award
- UK Feminista