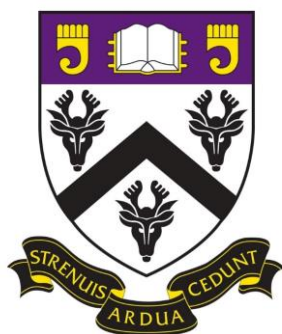


# PSHE Spotlight



This year we have been rolling out our new, innovative and bespoke PSHE curriculum to students across the school. So far it has reached students in Years 8, 11, 12 and 13 with Years 9 and 10 coming on board when we return after Christmas. Our Year 7 students will begin to take part in PSHE lessons later in the spring term.

We've put this 'spotlight' together for families, to shine a light on the topics, issues and themes our students have covered with their form tutors in school, and to let you know what's coming up in the term ahead. We hope you find this to be a useful resource and conversation starter at home, and would welcome any feedback.

Thank you also to the many parents who took part in the PSHE Parental Consultation at the end of last year and beginning of this one, your feedback and thoughts on our new curriculum were much appreciated! You can find more information on our curriculum by visiting our website: <http://www.desborough.org.uk/academics/personal-social-health-education/>

If you would like to get in touch with the PSHE team, please do so using the email addresses below.

**Mr D Clawson:** [danielclawson@desborough-college.net](mailto:danielclawson@desborough-college.net)

*Assistant Principal*

**Mr D Gleeson:** [davidgleeson@desborough-college.net](mailto:davidgleeson@desborough-college.net)

*Assistant Head of Year (PSHE/RSE)*

## Did you know?

- An effort grade for PSHE appears on your son's progress report.
- Termly quizzes and surveys are set via class charts to help check understanding and allow us to keep improving our programme.

Please support us by discussing these at home.

# What we've covered this term . .

Topics – Term 2	
<b>Year 8</b>	<p><u>Living in the wider world</u></p> <p><b>The world of Work:</b> <i>Life Beyond Desborough, Equality of opportunity in careers and life choices, and different types and patterns of work. Discrimination in the workplace in relation to gender, disability, sexuality and age.</i></p> <ul style="list-style-type: none"> <li>• Are we all equal in life and work? Equality of opportunity in the workplace</li> <li>• Gender and work: how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• Different types of work: employment, self-employment and volunteering</li> <li>• Set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>
<b>Year 11</b>	<p><u>Living in the wider world</u></p> <p><b>Next steps:</b> <i>Application processes, and skills for further education, employment and career progression</i></p> <ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul>
<b>Year 12</b>	<p><u>Living in the wider world</u></p> <p><b>What employers want:</b></p> <ul style="list-style-type: none"> <li>• to explore the skills required to enter the modern workplace</li> <li>• to understand that employers require more than just an academic qualification</li> <li>• to explore and understand the importance of a good work ethic and intrinsic motivation</li> <li>• to explore the concept of leadership and initiative in the workplace</li> <li>• to know and understand the key aspects of good teamwork in the workplace</li> <li>• to know and understand the level of computer literacy required for the modern workplace</li> <li>• to build and maintain a positive professional online presence, using a range of technologies</li> </ul>
<b>Year 13</b>	<p><u>Living in the wider world</u></p> <p><b>Your future is here:</b></p> <ul style="list-style-type: none"> <li>• Preparation for UCAS/Work/Apprenticeships</li> <li>• Personal Statements</li> <li>• Personal Branding</li> </ul>

# Coming up in term 3 . . .

Topics – Term 3	
<b>Year 8</b>	<p><u>Living in the wider world</u></p> <p><b>Men of Quality:</b> <i>An investigation of extremism in all its forms and how to prevent radicalisation:</i></p> <ul style="list-style-type: none"> <li>• What does it mean to be British and how is this linked to the British Value of tolerance?</li> <li>• Explanations for the rise in Xenophobia and racism</li> <li>• Who are the extremist groups and how do they radicalise people?</li> <li>• Where does extremism come from?</li> <li>• Preventing radicalisation and extremism</li> <li>• Understanding extremism is related to groups other than just Islam.</li> </ul>
<b>Year 9</b>	<p><u>Relationships</u></p> <p><b>Relationship First Aid:</b> <i>Families and parenting, healthy relationships, conflict resolution, and relationship changes:</i></p> <ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people/ how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• How to access support services</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends/conflict resolution strategies</li> </ul>
<b>Year 10</b>	<p><u>Health &amp; Wellbeing</u></p> <p><b>Peer Group Influence:</b> <i>The influence and impact of drugs, gangs, role models and the media:</i></p> <ul style="list-style-type: none"> <li>• about positive and negative role models</li> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media's impact on perceptions of gang culture</li> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> <li>• how to seek help for substance use and addiction</li> </ul>
<b>Year 11</b>	<p><u>Relationships</u></p> <p><b>The changing face of the family:</b></p> <ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• how to manage change, loss, grief and bereavement</li> </ul>

<b>Year 12</b>	<p><u>Living in the wider world</u></p> <p><b>Life in Modern Britain:</b></p> <ul style="list-style-type: none"> <li>• To know and understand the history of Diversity in the UK</li> <li>• To know and understand contemporary British society in terms of diversity and equality</li> <li>• To explore the notion of “Britishness”</li> <li>• To examine the key debates in terms of Immigration and why these debates exist</li> <li>• To know and understand how Brexit contributes to the debate around “Britishness”</li> <li>• To know and understand the issues around tolerance and other key British Values.</li> </ul>
<b>Year 13</b>	<p><u>Relationships</u></p> <p><b>Gender and Identity:</b></p> <ul style="list-style-type: none"> <li>• About gender identity, gender expression and sexual orientation</li> <li>• About the language used to define gender and identity</li> <li>• To know and understand the history and definition of feminism and the relationship with modern Britain</li> <li>• To examine the cultural roots and manifestations of domestic violence</li> <li>• To examine honour based violence</li> <li>• To examine the concept of marriage and gender</li> <li>• About forced and arranged marriage</li> </ul>

## Sex education

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 only applies up until 3 terms before a child turns 16, at which point if any child wishes to receive sex education rather than be withdrawn, this will take priority.

For more information, please do refer to our Relationships and Sex Education Policy:

<http://www.desborough.org.uk/community/policies-procedures/#1529669540678-958772a2-22c4>

Please review the topics coming up carefully, and if you would like to discuss any in particular, including the process for withdrawal, please do get in touch with Mr Clawson in the first instance at: [danielclawson@desborough-college.net](mailto:danielclawson@desborough-college.net)

