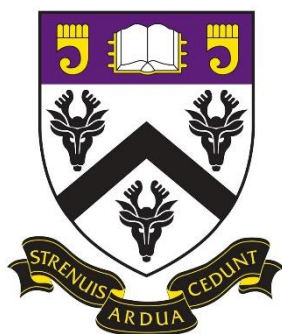


# PSHE Spotlight



This year we have been rolling out our new, innovative and bespoke PSHE curriculum to students across the school, and it is now in place in all year groups!

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. We have also highlighted where year groups are covering RSE (Relationships & Sex Education) during PSHE, and if you have any queries about this, please refer to the details on the last page.

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 4	
<b>Year 7</b>	<p><u>Living in the wider world</u></p> <p><b>Financial Savvy:</b> <i>Saving, borrowing, budgeting and making financial choices</i></p> <ul style="list-style-type: none"> <li>• Why is budgeting important and personal budgets</li> <li>• Is there any such thing as a safe financial choice? How to make good choices with money</li> <li>• Financial products and processes</li> <li>• About ethical and unethical business practices and consumerism</li> <li>• Saving, spending and budgeting</li> <li>• How to manage risk-taking behaviour</li> </ul>
<b>Year 8</b>	<p><u>Health &amp; wellbeing</u></p> <p><b>Head Ed:</b> <i>Mental health and emotional wellbeing, including body image and coping strategies</i></p> <ul style="list-style-type: none"> <li>• What are our attitudes towards Mental Health? Does being male make this different?</li> <li>• Being male: The myths and Stigma. Being anyone: The myths and Stigma</li> <li>• How to look after the daily wellbeing of your body and mind</li> <li>• Managing teenage emotions</li> <li>• How to develop digital resilience</li> <li>• Unhealthy coping strategies (e.g. self-harm and eating disorders)</li> </ul>
<b>Year 9</b>	<p><u>Health &amp; wellbeing</u></p> <p><b>Healthy lifestyle:</b> <i>Diet, exercise, lifestyle balance and healthy choices, and first aid</i></p> <ul style="list-style-type: none"> <li>• About the relationship between physical and mental health</li> <li>• About balancing work, leisure, exercise and sleep</li> <li>• How to make informed healthy eating choices</li> <li>• How to manage influences on body image</li> <li>• To make independent health choices</li> <li>• To take increased responsibility for physical health, including testicular self-examination</li> </ul>
<b>Year 10</b>	<p><u>Living in the wider world</u></p> <p><b>Life in modern Britain:</b> <i>Community cohesion and challenging extremism</i></p> <ul style="list-style-type: none"> <li>• About communities, inclusion, respect and belonging</li> <li>• About the equality act, diversity and values</li> <li>• About how social media may distort, miss-represent or target information in order to influence beliefs and opinions</li> <li>• How to manage conflicting views and misleading information</li> <li>• How to safely challenge discrimination, including online</li> <li>• How to recognise and respond to extremism and radicalisation</li> </ul>

<p><b>Year 11</b></p>	<p><u>Relationships</u></p> <p><b>Sex &amp; Relationships Education Finale</b></p> <ul style="list-style-type: none"> <li>• About core values and emotions</li> <li>• About gender identity, gender expression and sexual orientation</li> <li>• How to communicate assertively</li> <li>• How to communicate wants and needs</li> <li>• How to handle unwanted attention, including online</li> <li>• How to challenge harassment and stalking, including online</li> <li>• About various forms of relationship abuse</li> <li>• About unhealthy, exploitative and abusive relationships</li> <li>• How to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>
<p><b>Year 12</b></p>	<p><u>Health and wellbeing</u></p> <p><b>Drugs education for young adults:</b></p> <ul style="list-style-type: none"> <li>• Varieties of drugs, legal status and good decision making</li> <li>• A survival guide for festivals and parties</li> <li>• Date rape and what you need to know</li> </ul>
<p><b>Year 13</b></p>	<p><u>Living in the wider world</u></p> <p><b>Social justice:</b></p> <ul style="list-style-type: none"> <li>• To examine the concept of Social Justice and what this means for individuals and groups in society</li> <li>• To look at case studies of groups fighting for Social Justice including Black Lives Matter</li> <li>• About cultural appropriation</li> <li>• About free speech and hate speech</li> <li>• About online subcultures and extremism</li> <li>• About tolerance and intolerance in society</li> </ul>

# Coming up in term 5 . . .

Topics – Term 5	
<b>Year 7</b>	<p><u>Health &amp; wellbeing</u></p> <p><b>A close shave</b></p> <ul style="list-style-type: none"> <li>• A men's guide to periods and puberty</li> <li>• How to shave effectively</li> <li>• How food can keep you healthy and active</li> <li>• The dangers of smoking and vaping</li> <li>• A guide to drugs and consequences</li> <li>• A men's guide to energy drinks and other dietary issues</li> </ul>
<b>Year 8</b>	<p><u>Relationships</u></p> <p><b>Gender, sex and identity:</b> <i>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</i></p> <ul style="list-style-type: none"> <li>• The qualities of positive, healthy relationships</li> <li>• How to demonstrate positive behaviours in healthy relationships</li> <li>• About gender identity and sexual orientation</li> <li>• About forming new partnerships and developing relationships</li> <li>• About the law in relation to consent</li> <li>• That the legal and moral duty is with the seeker of consent</li> <li>• How to effectively communicate about consent in relationships</li> <li>• About the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• About basic forms of contraception, e.g. Condom and pill</li> </ul>
<b>Year 9</b>	<p><u>Relationships</u></p> <p><b>Sexual intimacy for men and for women:</b> <i>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</i></p> <ul style="list-style-type: none"> <li>• About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• About myths and misconceptions relating to consent</li> <li>• About the continuous right to withdraw consent and capacity to Consent</li> <li>• About STIs, effective use of condoms and negotiating safer sex</li> <li>• About the consequences of unprotected sex, including pregnancy</li> <li>• How the portrayal of relationships in the media and pornography might affect expectations</li> <li>• How to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• How to secure personal information online</li> </ul>
<b>Year 10</b>	<p><u>Relationships</u></p> <p><b>Sex myth busters:</b> <i>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</i></p> <ul style="list-style-type: none"> <li>• About relationship values and the role of pleasure in relationships</li> <li>• About myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• About the opportunities and risks of forming and conducting relationships online</li> <li>• How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• How to recognise and challenge victim blaming</li> <li>• About asexuality, abstinence and celibacy</li> </ul>
<b>Year 12</b>	<p><u>Relationships</u></p> <p><b>Sex: the legal and moral issues</b></p> <ul style="list-style-type: none"> <li>• To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)</li> <li>• To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>• How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</li> <li>• To understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age</li> <li>• To negotiate, and if necessary be able to assert, the use of contraception with a sexual partner</li> <li>• How to effectively use different contraceptives, including how and where to access them</li> <li>• To evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)</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)

