



## **SEDBERGH SCHOOL**

### **PSHEE SCHEME OF WORK**

In Year 7-9, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. The PSHEE programme acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary education, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life including economic wellbeing. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. The PSHEE programme aims to allow them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

In Years 10 and 11, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Years 7-9. The PSHEE programme reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. In years 10 and 11 an increasing numbers of pupils will be gaining direct experience of issues taught through PSHEE education.

#### **Aims**

- To help children recognise their worth
- To develop children's recognition of the importance of British values with regard to democracy, the rule of law and tolerance
- To develop each child's ability to economic wellbeing
- To develop each child's capacity for leading a fulfilling, responsible life as a member of a caring and thinking society
- To provide opportunities for the spiritual, moral, social and cultural development of each child
- To promote a happy and healthy School community, reflecting the ethos of the School.

The Scheme of Work is now taught by tutors in tutor periods with one lesson allocated per week.

## **Sex & Relationship Education**

### **Introduction**

The School delivers, through the PSHEE programme, a series of lessons addressing sex and relationships. It is not simply a case of 'diving in' and discussing the 'mechanics', instead the aim is to deliver a more holistic approach to sex education which involves a common message that sits within the School's Christian ethos whilst encouraging pupils to actively and honestly engage in discussion.

### **Junior Years**

A School Nurse and a member of the PSHEE department from the Senior School deliver introductory lessons to years 6, 7 and 8. Parents are written to in advance.

#### **Year 6**

The discussion of body change is important in this year group. It should be noted that some pupils in this year are already some way through puberty whilst others have yet to start.

It is important for one sex to know what the other is experiencing during puberty so a joint session is held where the changes that occur during puberty are discussed. The session is split by gender so boys and girls can discuss, in more detail, any specifics. An anonymous question box is made available and this is put to good use.

Initial 'giggles' are managed well with an ice-breaker called 'name your bits' this allows for the silliness to be dealt with very quickly, a clear set of ground rules to be established and all in the year group end feeling like they contributed to a mature and sensible series of lessons.

#### **Year 7**

The year group get a 'refresher' on those points raised in the previous year and a general discussion on relationships begin.

#### **Year 8**

Easy, difficult and the concept of romantic relationships are all explored in more detail. This is good preparation for pupils who will establish a new series of relationships when they reach the senior school. Rights, responsibilities and communication are all covered in this year group and there is a specific session on the myths and facts about sex.

### **Senior Years**

Sex and relationship education in the senior school is guided by a scheme of work, summarised below.

Differential Teaching is essential and the PSHEE department meets to ensure all age groups, ability, development level and language ability are taken into account when delivering these lessons. It is also apparent that some pupils, in the more senior years, raise questions within these classes to suggest they are sexually active; to this end the 'style' of delivery is key and any follow up is handled sensitively with any concerns raised through Safeguarding procedures.

DJH

June 2018

<p><b><u>PERSONAL WELLBEING</u></b>  <b>UNDERSTANDING YOURSELF AND HANDLING RELATIONSHIPS</b>          These units concentrate on developing your self-knowledge and your ability to manage your emotions and how to handle relationships</p>	<p><b><u>SOCIAL EDUCATION</u></b>  <b>RESPONSIBILITIES AND VALUES</b>          these units concentrate on exploring social issues and on developing an understanding of your responsibilities towards other people in society, your values and your opinions</p>	<p><b><u>KEEPING HEALTHY</u></b>          these units are designed to help you take care of your physical and mental health</p>	<p><b><u>BECOMING AN ACTIVE CITIZEN</u></b>          these units focus on the society in which you live, on its laws and government and on developing the skills you require to become an active citizen in Britain</p>	<p><b><u>ECONOMIC AND FINANCIAL CAPABILITY</u></b>          these units aim to help you manage your money effectively, to learn about the world of work and to practice the skills of being enterprising</p>
<b>Years 7 - 9</b>				
<p><b>You and your feelings</b>          - dealing with loss</p>	<p><b>You and your responsibilities</b>          - racism, prejudice and discrimination</p>	<p><b>You and your body</b>          - adolescence</p>	<p><b>You and the law</b>          - crimes and punishment</p>	<p><b>You and your money</b>          -banking and ways of saving</p>
<p><b>You and your decisions</b>          - how to make decisions</p>	<p><b>You and the media</b>          - the power of the press</p>	<p><b>You and your body</b>          - safe sex, STIs and AIDS</p>	<p><b>You as a citizen</b>          - political parties</p>	<p><b>You and the media</b>          - you as a consumer</p>
<p><b>You and your family</b>          -becoming an adult</p>	<p><b>You and other people</b>          - people with mental illnesses</p>	<p><b>You and your safety</b>          - eating disorders</p>	<p><b>You and your values</b>          - civil liberties and human rights</p>	<p><b>You and the world of work</b>          - investigating careers</p>
<p><b>You and other people</b>          - being assertive</p>		<p><b>You and your body</b>          - drugs and drug-taking</p>	<p><b>You and the law</b>          - the justice system</p>	<p><b>You and the world of work</b>          - your choices</p>
<p><b>You and your achievements</b>          - reviewing your progress</p>			<p><b>You and global issues</b>          - poverty</p>	
			<p><b>You and the community</b>          - pressure groups and campaigning</p>	
<b>Year 10 &amp; 11</b>				
<p>- Developing your identity and image</p>	<p>- A diverse society</p>	<p>- Healthy eating</p>	<p>- The law of the land</p>	<p>- Managing your money</p>
<p>- Managing your emotions and moods</p>	<p>- Human Rights</p>	<p>- Safer sex and contraception</p>	<p>- Crime and punishment</p>	<p>- Financing Businesses</p>
<p>- Changing relationships</p>	<p>- Rights and responsibilities</p>	<p>- Drinking and smoking</p>	<p>- It's your government</p>	<p>- Enterprise challenge</p>
<p>- Coping with crises</p>	<p>- Challenging offensive behavior</p>	<p>- Health matters</p>	<p>- It's your council</p>	
<p>- Thinking ahead – planning your future</p>			<p>- Working for change</p>	
<p>-Reviewing and recording your learning</p>				