

KS4 PSHE

During many lessons, students are told which topics are coming up next, so if they choose to, they can take a pass for a time out eg if a child has a significant connection to the subject. We also work with the Child Protection and Safeguarding Team and the Year Offices pre-warning students of subjects, aiming to allow students to choose on a lesson by lesson basis. Avoidance can work, but sometimes a child may choose to learn from it in class to aid their own experiences.

Year 10

The units in Year 10 are linked to the skills all students will need to make informed choices. The units are linked to specific local research, from the Safe and Well at Schools Survey (SAWSS) which shows that for example, the average age for local students to be in a sexual relationship is 16 ½ years. Therefore preparing students in advance of this means they are more able to keep themselves safe and make informed decisions.

We know that as students reach Year 10 there can be more independence given to them; more parties and attendance at festivals - which can have risk involved. Hence we ensure that students have knowledge prior to these experiences.

Alongside this the changing education horizon towards exam studies means strategies to cope with life changes, exams and so forth has helped us develop a unit on Mental Health.

Units are responsive to areas each year that may come up for a specific year group.

The 'working agreement' is set up at the start of the year with each individual class. All students take ownership of these rules, which appear in every PSHE book. This is to ensure that every student feels safe and secure within the classroom. The agreement covers the "right to pass", confidentiality (linked to class discussion but also Child Protection issues), we also explain about distancing and not making personal disclosures within the class. It is important that students treat each other with respect and listen carefully to everyone's opinions in a mature way. In addition to the agreement all PSHE teachers receive training on handling sensitive PSHE topics. Techniques range from teaching a lesson as though someone in the room has this experience to always signposting help and advice at the conclusion of a lesson.

Consent

Relationship and Sex Education is available in every year. We progress the information and discussion in this area according to age-relevant topics and building on prior knowledge.

The focus on Contraception and Choices in Year 9 looking at where to go for help and support, in Year 10 the focus is progress from this to look at what is lawful as well as what is healthy or not healthy in a relationship. Lessons are delivered around reflecting on how people assume what others are thinking and how this is a dangerous mindset. Verbal communication on both sides is important and the lessons are designed to empower people in to feeling confident when saying what is right for them and providing a stable platform for positive communication around sex.

This unit's intent is to increase knowledge and awareness of consent, sexual assault and rape. We explicitly explain what consent is, in terms of both asking for it and giving it. We consider the capacity to consent and also detail the stages followed after a rape is reported.

There is clear guidance given on what the law says and we are specific in our definitions eg of rape. We spend time myth-busting, and looking at the difference between belief and fact around the issue of sexual assault, rape and domestic violence.

We follow a reconstructed trial of a rape case via a film and students then act as the jury - this helps students apply their knowledge of consent from previous learning and allows them to consider their own views on the

issues. It also allows them to see the issues around putting themselves in a vulnerable situation, where the outcome could be a court case where the judgement is decided by a judge and jury rather than any of those directly involved. Our guidance is always to encourage students to entirely avoid ever getting into any situation where their decision is ever in doubt.

After the trial we consider why there is a lack of reporting of rapes and we also focus on the reporting system, true life cases in the media and places that students can go for advice and support.

Mental Health

1 in 4 people in the country are going to suffer from a mental health issue at some point in their lives. This unit is about how to handle students' own mental health, know where to go for help and support, recognise the signs in themselves and others.

The Year 8 unit on Emotional Health and Well-Being is about working in groups, looking at sleep, self-care and focuses on what students can do to proactively improve their happiness and stress levels with a variety of tips and ideas.

In Year 10 we start by looking at some of the myths and facts surrounding mental health. We focus on the types of mental health and identify various famous people who suffer from mental health issues. Focusing these issues away from the students themselves, even if they are experiencing some of these same issues personally, is important but it is also key to explore the issues around people in the eye of the media. We focus on Jesy Nelson from Little Mix as a case study as this combines issues such as bullying, self-esteem, appearance, social media and self-harm. Understanding of why people struggle makes students more compassionate and less likely to label people in a negative way. This unit is designed to encourage students to reflect on the pressures around them and to rationalise the best and most effective way to cope with them.

We also consider signs and triggers, and specifics such as depression, self-harm and eating disorders. We look at signs of positive and negative mental health; helping students become more aware of how they present, as well as how they feel, and how to recognise the signs in others.

Exam stress and homelife stress can be significant as students begin the GCSE studies. So we look at coping strategies and age-specific resources. As school gets more stressful, students become more aware of the difficulties in society and the impact of mistakes, it is important we develop a deeper understanding of the impact this has on our own and others' mental health. If students can understand this then it can reduce the stigmatisation experienced for those who have poor mental health.

Sex & History linking in to Pornography

This unit is designed to encourage students to understand the potentially damaging role that pornography plays in the modern world. It underlines the reality that when young people watch pornography it sets in place unrealistic expectations. This might include when people are expected to have sex and what they are expected to do within a sexual relationship. The lack of emotions exhibited within pornography is a corrosive message for young people and this unit aims to remind students of the importance of loving, caring relationships and the role that communication plays within them.

Use of historical artefacts to allow students to discuss in an informal way. Looking at Chinese and Greek artefacts, phallic items and chastity belts, gives students a way into discussing consent and healthy relationships and helps students realise these are not just modern issues. This also means students can talk initially with some distance, thus bringing more of an ease to the discussion. And the distancing then makes discussion on Domestic Violence (including a talk from a survivor - RITA Project - more palpable. Use of the Wheels of Control and Power helps the understanding of healthy relationships.

Whilst it may be logical to move to this straight after Consent, this is too weighty and emotionally challenging as a unit straight after Consent. Hence the addition of the Mental Health unit between the two.

Risk-Taking Behaviours (RTB)

This unit is the Year 10 focus with most adaptability of the year; linked to the findings of the SAWSS. Throughout this unit Child Criminal Exploitation is a focus, linked to County Lines and recently a further focus has been added to gambling; online particularly.

We begin with cocaine as the focus for risk (drugs are covered in Year 9). The rigour and reality of the drug are addressed in scenarios within a party situation in addition to environmental concerns. We discuss choice and alternatives, giving students guidance on normative messaging around risk-taking.

Statistics from RU-OK? from Brighton & Hove are used to inform the lessons. PSHE teachers are upskilled regularly in these areas as it is content which often changes .

We use popular culture not to demonise or idolise drugs, alcohol and other RTBs, but to reassure students of role models e.g. Billie Eilish who chooses to not get involved in a scene that some students may believe is the norm. We focus on more specific drugs that are in our local communities such as prescription pills. It is important that students can recognise what they look like , terminology, how drugs can affect their systems if they take them individually or if they poly drug use and where to obtain unbiased factual information on drugs. In addition to this we prepare students with practical tips and advice on how to stay safe , which includes looking after your friends This unit encourages students to consider all risk taking behaviour. It reflects upon how we as humans take risks and how we rationalise that risk in our heads. All students are asked to consider their own reflection on how they come to decisions in their life and the level of risk they are happy taking. From this point students are asked to consider danger signs when their behaviour begins to change or their decisions become more daring. This reflective analysis can be applied to everything we do, including gambling, drinking alcohol, starting a new job and beginning a new relationship. It encourages an honest reflection on all our decision-making and how we monitor whether those decisions are good or bad for us and others around us.

Healthy Sexual Behaviours

The spiral curriculum continues following input at KS3. Our focus is on exploring consent within relationships. Students are encouraged to consider relationship boundaries and the importance of clear communication. They take part in a pressure cooker game which highlights the problems that can occur with a lack of communication combined with peer pressure . Students are signposted to areas of help , support and advice.

Through student voice the teaching of sexual harassment was identified as an area of need. We clearly define this term and others such as cyber flashing . We encourage all students to know that talking and reporting are key . We begin these conversations with the discussing of scenarios within the consent pyramid so that students have a clear understanding of different social situations .

Year 11

Health and Well-Being

This unit is designed to allow students to consider their views and opinions on health issues as well as health advice which is proactive. We begin with a lesson on accessing sexual health services in the city , this has been developed by the NHS and enables all students to become signposters for others in our community.

From here we explore the topic of teenage cancer. We have worked with Teenage Cancer Trust and they visit the school to impart factual information on the issues. Once again, this ties in with personal responsibility for health and also looks at ways in which students can reduce risk here - such as minimising alcohol intake , not smoking , eating healthily , regular exercise and exploring our attitudes to the sun and sunscreen to name a few. These lessons also focus on how to treat someone who has cancer and Teenage Cancer Trust has a range of advice here aimed at reducing social isolation and increasing understanding.

We also believe that it is important to know about signs and symptoms to look for in yourself and others. The focus is on testicular cancer primarily as teenage boys enter a higher risk group from the age of 15 and so it is prudent for them to get to know their own bodies. This topic is very sensitively handled, it is not about shocking students but to instill them with the confidence to check themselves by providing the knowledge of how to do this and what to look for. We refer to two major charities for support here - Orchid and The Wendy Gough Foundation. In addition, we also provide information on checking breasts for lumps and knowing the symptoms of prostate cancer as an important life skill but also advice that could also be shared with other family members. As always knowing where to go for help and advice is crucial but in this unit it is also about getting over the embarrassment or fear of talking to the doctor, especially when you feel there may be an issue with a sexual part. Guidance is given on how a student can be encouraged to visit the doctor, we use scenarios here and also signpost a useful tool called DocReady.

Students explore important issues such as menstruation and the environment, fertility and also the menopause with a view to being prepared for the future.

As students approach exams we also explore sleep issues, learning what happens when we sleep, the benefits of having a good night's sleep and strategies to promote good quality sleep, including where to seek support. We complete the unit by looking at mental health and exams in which practical tips and advice are provided as a support for all.

Stress and Relaxation

The focus on stress and relaxation is timed to run alongside the preparation for Mocks. Exams can be stressful for many students and so identifying signs of exam stress in yourself and spotting the signs of it in others is so important. We focus on who to ask for advice and where to look for guidance on exam stress. Students have the opportunity to select and use strategies to help them manage exam stress, including revision techniques. They are encouraged to select a number of 10 minute relaxation activities to add to their breaks on the revision timetables. For those who want to further develop their skills in de-stressing techniques we also explore more practical examples of relaxation such as visualisations and basic yoga.

Healthy Sexual Behaviours

This unit is the final one in the suite of lessons on a spiral curriculum. We consider the impact of pornography on relationships, in particular highlighting the fantasy, stereotyped attitude towards women, how it affects body image and the link with addiction.

Students are also taught about domestic violence and the different types of domestic abuse. We want students to be aware of warning signs in their own relationships and those of their peers. In addition, we explore the law around criminal behaviour and reinforce where students can access help and support.

Drug and Alcohol Education

This unit builds on Year 10 but now focuses on behaviour and risk-taking which is likely to be more age appropriate. The focus is still on parties and it encourages students to consider how alcohol affects certain people and how some people cannot handle their alcohol. We discuss how students might try to address a friend's poor behaviour when drinking and why people might not want to listen to advice. We also discuss whether alcohol is an excuse for poor behaviour e.g. anti-social behaviour, and how groups of friends can plan for nights out in a more responsible way to avoid problems with alcohol. We examine how students can responsibly get home from a night out and we use the Safer Sussex Roads materials here. This unit also ties in with our funded production called Passenger which looks at the perils of being a passenger in a car when the driver is risk taking and what can be done in these situations. We also consider the road safety aspect of being a pedestrian at night as we know that in Brighton and Hove we are living in an area where pedestrian road accidents are high particularly with teenagers.

Brighton and Hove also has a number of summer festivals and we also know that in recent years the Reading Festival is a mecca for young people as they complete their exams. To this end we have developed lessons on staying safe at festivals ranging from drug and alcohol advice , staying safe in the sun tips, staying in a group and practical first aid skills including knowing the recovery position.

Adding to this we also focus on the upcoming prom with ideas of how to enjoy themselves without feeling peer pressure.

Cannabis was last visited in Year 8 and so we revisit this area in Year 11. Locally, after alcohol ,cannabis is the most likely to be offered in social circles . We revisit the long and short term effects and myth bust with clear and current facts . Some people believe that cannabis is beneficial in de-stressing during exams and so we examine clear links with short and long term memory loss to counteract this view.