



**Blatchington
Mill School**

Involvement, Achievement & Care

PSHE - Year 7

PSHE is crucial life preparation, the topics often focus on keeping students safe and reflect societal issues such as mental health, alcohol and drugs - but this does mean they can be hard-hitting and may reflect their real life situations. Due to this sensitive nature students are told which topics are coming up next, so if they choose to, they can take a pass for a time out e.g. 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 know the topics ahead of the lesson and avoiding surprises.

The start of each year begins with a working agreement which is decided in collaboration with the students. The classroom is never a confidential place to talk and staff cannot promise confidentiality. Students are reminded that lessons are not a place to discuss their personal experiences and issues. The working agreement covers respect for the privacy of the individual. If information is disclosed then it stays confidential in the group (unless it is a safeguarding concern). We ensure that everyone takes responsibility for what they say and share, including avoiding using names. The purpose of this is to ensure that all students feel safe, secure and valued in the classroom. These are constantly referred to throughout the year and they are glued into the front of their exercise books.

Transition - including Road Safety

The transition unit covers key areas of concern in students' first few weeks of secondary school. We look at areas that might naturally be a concern for a Year 7 student starting at a new, unfamiliar school, working out new friendship groups, teachers and procedures. We consider previous reputation, homework concerns, friendship issues, learning difficulties, when issues at home may affect school life and bullying issues. In addition, we know that we live in a busy city and so focus on road safety skills as a pedestrian and tips for ensuring a safe journey to and from school. Many of our students are gaining independence in this term. To cement this knowledge we also show the students 'Streetwise', a professional road safety play.

The Transition unit of work encourages students to explore the issues that worry them about coming to a new school. The sessions encourage students to reflect on their fears about the changes they are experiencing and provides opportunities for students to realise that these are fears that everyone has. In the classroom setting students are asked to reflect on how the transition has gone and to share common experiences. These shared experiences then lead on to a normalising process of how we all have to have a level of resilience with transition and that change in our life is something we all have to deal with: it's part of the growing process

East Sussex Fire and Rescue supports the safety in the home aspect of this unit which is teaming with practical advice for our young people. We also work with Raystede the animal charity to further cement the idea of responsibility and animal care.

Anti-Bullying and Anti -Racism

As we lead on from the transition work, we discuss the social impact on individuals now that they are part of a larger scale community in our school. The diversity of the setting is something we are proud of and engaging students in recognising this and developing an understanding of the impact our actions have on others is crucial.

In this unit we explore what a bully is and why people bully .We teach the difference between banter and bullying. We look at effective and practical behaviours when faced with a bully, including the role of an upstander and bystander. Students will explore the benefits of being true to themselves and are given strategies for dealing with stressful situations.

All students have a voice.This unit encourages students to consider how their actions and words impact on other students within the school. Diversity is to be celebrated and providing classroom discussions and topics of work that encourage reflection on cultural differences and minority groups of students is crucial to the students' development. This process of reminding students that how they treat others, and how they want others to treat them, is fundamental to their development. How they behave individually and as part of the group is important and comes with a responsibility.

Friendship

Building further on the previous subject content, it is important to reflect at this stage on how social and friendship groups are developing as we know from the Year Offices that the spring term is where most of the friendship issues are reported. This provides an opportunity to further develop social understanding and develop key skills as the majority of Year 7 are at a point of confidence and security within the school setting.

In this unit students explore how we can develop our friendship skills and also identify what makes a good friend. Students start by developing their listening skills and explore the importance of this in friendships. Students take part in group work and challenge themselves to develop a variety of skills and to assess their strengths and areas for development. Students discuss ideas and tips for meeting new friends and they assess their feelings around these situations. Students are given the tools for being able to read a social situation, ranging from reading body language, facial expressions, gestures and tone. Students look at how to recognise conflict in a relationship and they are provided with the tools to handle these situations themselves. This ranges from peaceful problem-solving and understanding where to go for help and support both in and outside of school.

This unit on friendships encourages students to reflect on just how incredibly important friendships are for all human beings. Friendships impact how individuals feel about themselves and how confident they feel in their own abilities. An individual's self-efficacy reflects their confidence in their ability to believe they can influence others around them and have a positive impact on their social environment. This inner confidence is often gained in quality friendships. We encourage students to

consider what makes a good friend and whether they themselves are always a 'good friend'. This self-analysis leads to the reflection on not only how important quality friendship is, but also how we need to nurture and maintain what makes us feel good in our lives.

First Aid

In response to the idea of developing independence and growing individual responsibility, a basic level of first aid is delivered in anticipation of being home alone, looking after younger siblings or older generations. As students spend more time away from parents and carers they find themselves in a variety of situations in their local community and basic first aid may come in useful.

The first aid module is a basic introduction to how we should react when presented with injuries or health dilemmas. This unit empowers students in helping them to know what they can do when they are in a situation where someone needs their assistance. These are essential skills to know and students feel they have learnt skills that really might make a difference.

Students first consider why it is important to learn first aid. Students ponder and question personal prejudices to do with first aid and understand what first aid can realistically achieve. Students look at why their own safety must come first. They learn to recognise possible dangers at an accident scene and to know what to say and do if you make an emergency call. Together we examine how to decide who to treat first when faced with more than one casualty. Students also look at how to assess an unconscious person and to know how to perform CPR on different people. We use demonstrators to accurately assess this skill. In addition, students assess how serious a person's choking is and students learn how to treat mild and severe choking in adults and children.

Relationship and Sex Education including FGM

Relationship and Sex Education is delivered annually with relevant content. Within Year 7 the focus is on puberty and the changing physical and emotional aspects, this builds on their KS2 content. Alongside this, there is a lesson on Female Genital Mutilation (FGM) which is often practised at a young age so delivery of this content has to happen early in secondary school.

This unit is designed to encourage the students to understand their bodies, know about the changes that their body will go through in puberty, and to explore who they are and the different types of relationships that they may experience throughout their life.

We also challenge cultural differences and raise awareness of different practices that students can reflect upon and verbalise their feelings towards them.

Students start by exploring the fashion industry and the influence it has on young people's image of their body and sexuality. This helps them to formulate ideas around relationships, body image and self-esteem. Students are taught to recognise that the media often portrays men and women stereotypically and we explain the concept of unconscious bias and how it may affect our judgements.

They examine the physical and emotional changes that occur during puberty and identify ways of managing the changes that occur. Students are taught where to seek advice and support about the changes that occur during puberty, such as school nurses.

Year 7 are taught to correctly label the male and female genitalia, in a non-Science lesson

environment. They are taught what male circumcision is and the reasons why it happens. We also teach how to maintain good personal hygiene.

Students are taught what consent is although this is explained in further detail once students enter Year 10. Students are taught to understand that everyone's bodies and body parts are different and that this is completely natural and normal. In addition, students are given the opportunity to explore their emerging sexual identities around changes during puberty.

Students understand the concept of sexual orientation as a spectrum. They are also taught to understand LGBT bullying and how to access help and support.

Students are taught what FGM is and the law related to FGM. They are taught to recognise warning signs when they or someone else may be at risk and to know where to ask for appropriate help for themselves or a friend related to FGM.

Financial Capability

Building further on the young peoples' independence this is a basic understanding of dealing with and saving money to instigate practical skills in financial management.

This module is a starting point for getting students thinking about their own finances.

By encouraging the students to think about money, and how they can begin to plan for their financial futures, we are facilitating forward thinking about important issues of financial organisation. We encourage the understanding of different bank accounts, how debit cards work and how our savings can encourage deferred gratification. These are all skills the students can utilise going forward in their lives.

Students explore the reasons for why people save and what people save for. Students discuss what *they* save for and the ways that they save. Students compile top tips on how to save.

Students explore how a savings account works and learn the difference between simple interest and compound interest. Students explore how someone's financial situation can affect their mental health. Discussions, based on case studies, are around what can be done to overcome difficult financial situations, including where people can gain support if they are in financial difficulties. Students spend time learning how they can budget for essentials and surprise events, ranging from tracking what you spend to food budgeting and how these habits can help with being a good saver.

Smoking and Risk

As our young people start to feel more confident and are developing their social interactions outside of school, considerations have to be drawn to peer pressure and difficult decisions they are faced with. One of these could be smoking or vaping, so it is vital that students are aware of the risks and how to be assertive in their responses to peer pressure.

The smoking unit is delivered to make sure the students reflect on the physical and financial impact smoking can have on an individual. We encourage students to make healthy choices when they are young and to reflect on how the choices they make now can influence their behaviour as adults.

Students aim to understand why people start smoking and to know that smoking has harmful effects. We also analyse why people keep smoking and explore the harmful chemicals in cigarettes.

Students are taught that smoking can have a significant financial impact on someone's life.

We teach the immediate and long term effects of smoking and the benefits of stopping in the immediate and long term. Students look at peer pressure in risk situations and develop skills of resisting temptation and ways of saying no to smoking. They are made aware of the link between smoking adverts and smoking in our communities and of how smoking is being marketed today. Students are taught the laws on smoking and tobacco and the associated penalties for smoking.

Vaping is a relatively new activity and we know nationally and from the SAWSS data that it is on the increase . Although there is little information around on vaping we believe it is important to examine and ethically evaluate how vaping companies are trying to get young people to try their products and to also study the emerging data on risk.