



**HAILEY HALL SCHOOL**

Believe | Strive | Achieve

# Hailey Hall School Curriculum Map for PSHCE

## **PSHE Curriculum intent**

- It is our goal to promote and engender life skills in all our students in order to promote high standards, high achievement and a commitment to being the best that they can be.
  - We want our students to be equipped with the skills they need and to be ambitious in their goals.
  - We want our students to be not only risk-takers but resourceful and tenacious students who rise to a challenge and can be imaginative and resilient in their approach to new learning.
  - We want our students to be interesting as well as interested and to be enthusiastic discoverers of new learning.
  - We want our students to be brave and motivated to be the best that they can be and to be able to thrive as individuals and develop their own independence. We will promote this vision through the learning culture that we will instil within our students through their experiences within the classroom and beyond. We will provide a curriculum that is broad and varied and accessible to all pupils and which takes into account the individuality of our students.
  - We will achieve this through our dedication to embracing new ideas and ensuring that our curriculum and teaching styles are constantly developed and honed.
- 
- Encourage pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work in modern Britain.
  - RSE is the lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of stable and loving relationships, family, respect, love and care.
  - Helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

### **Year 7 RSE**

#### **Why this subject is important:**

The PSHE curriculum addresses both pupils' current experiences and preparation for their future. This Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

#### **What you will learn this year:**

### **Year 7**

| Unit Name | Topics | Skills and Understanding | Curriculum links |
|-----------|--------|--------------------------|------------------|
|-----------|--------|--------------------------|------------------|

|                           |  |   |   |
|---------------------------|--|---|---|
|                           |  |   |   |
| Health and Wellbeing      | Healthy lifestyles, nutrition, and exercise.   | To be able to describe how hygiene, exercise and nutrition contribute to maintaining a healthy lifestyle. | In Year 8 students will develop their skills, knowledge and understanding by:                     |
|                           | Eating a well-balanced diet.   | Describe the types of food and the correct amounts to make up the daily guidelines                        | Recognising the factors in society that will negatively impact on health like smoking and vaping. |
|                           | Managing our emotions and understanding mental health issues.                                    | Describe ways in which we can retain good mental health and how we can recognise depression.              | Evaluating how poor life choices can impact on long term health.                                  |
|                           | Puberty in both girls and boys. The importance of hygiene during puberty and adult life.         | Describe the changes in puberty and why and when they happen.   | Identifying the positive changes we can make to be emotionally literate.                          |
|                           | The dangers of drugs.  | Explain how legal and illegal drugs can damage physical and mental health.                                | Exploring the consequences of unprotected sex and the impact of teenage pregnancies.              |
|                           | What is Female Genital Mutilation.   | Describe how girls can be encouraged into the process and why it is mainly unreported.                    | Avoiding peer pressure to smoke or use harmful substances.  |
|                           |  |   |   |
| Living in the Wider World | The importance of being an aspirational student and the impact of high self-esteem.              | Describe two ambitious goals and define the term ambition.  | In Year 8 students will develop their skills, knowledge and understanding by:                     |
|                           | Managing emotions and dealing with anger issues.   | Explain ways in which you can become resilient.   | Examining how being aspirational at school can be used in the workplace.                          |
|                           | Personal finances, budgeting, saving and the types of financial transactions including taxation. | Can describe products such as credit cards and loans and the costs of financial transactions.             | Which skills will we use in the workplace.  |
|                           | Stereotyping, racism and prejudice.  | Describe a real life racist incident and the impact it had on society.                                    | The importance of mindfulness and looking after our mental health.                                |
|                           | How can we enjoy social media and keep safe and private online.                                  | Identify the range of dangers online and the impact they can have on your mental health.                  | Defining how the economy works, income, expenditure and budgeting on a national level.            |
|                           | The importance of ethical consumerism.   | Explain how to shop ethically, considering alternatives.  | Exploring a range of discrimination in society teenagers, homophobia and ableism.                 |
|                           |  |   | Analyse how we can care for the environment and make ethical life choices.                        |
|                           |  |   |   |
| Relationships             | Keeping good friendships and avoiding toxic ones.  | Describe the consequences of banter   | In Year 8 students will develop their skills,   |

|  |  |   |   |
|--|--|---|---|
|  | Bullying or banter and how can we help stop this.                | and when banter becomes bullying.   | knowledge and understanding by:<br><br>Investigating peer pressure, sexting and risky behaviours.<br>Evaluating aspects of safe sex in consenting relationships, the choice in forms of contraception.<br>Why pornography is dangerous and misleading.<br>Explaining different conflicts in family life and domestic violence in relationships.<br>Defining British Values like tolerance and respect.<br>Examining extremism and Islamophobia. |
|  | What happens when we have feelings for someone.                  | Describe solutions to the challenging romantic situations described.                                    |   |
|  | The different types of family and why we don't always get along. | Describe the changes in family life and roles since the 1950's.   |   |
|  | Why is cyberbullying and why do people bully online.             | Describe what cyberbullying is and why people do it.  |   |
|  | Personal identities and the diversity in our society.            | Identify our heritage and describe the contributions of our cultures in helping to form modern Britain. |   |
|  | Radicalisation, how and why does this happen.                    | Describe the processes of radicalisation and the types of radical groups.                               |   |
|  |  |   |   |

**How you will be assessed:**

You will be requested to complete assessment tests at the start and end of each year, as well as ongoing assessment through tasks. You will be set regular topic questions for home learning.

The final grade is calculated in the following way: You will be assessed after each topic. Teacher assessments and topic assessments will give a combined overall grade. All pupils will have an understanding of our life without levels for each topic.

**How parents / carers can help:**

1. Talk to your child about what they are learning in lessons, perhaps getting them to explain to you what topics they have been exploring.
2. Check your child's home learning tasks that have been set against the homework time table and where possible, look through your child's work to check that it is correct and complete.
3. Encourage your child to take an interest in the arts, visit any local galleries and museums and be aware of art in the news and any art programmes on TV.

**Useful website and details of course books:**

Gov.uk>societyandhealth

**Promoting British Values:**

Pupils develop their self-knowledge, self-esteem and self-confidence.

Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.

Pupils develop respect for themselves and learn to respect other people.

Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

**Progression routes and career opportunities:**

Social care

Mental Health teams

**Who to contact and how if you have a query regarding your child's RSE:**

| Name                 | Position | Email Address                     | Telephone    |
|----------------------|----------|-----------------------------------|--------------|
| Miss Rachel Fletcher | RSE Lead | rfletcher@haileyhall.herts.sch.uk | 01992 465208 |

**Year 8 RSE**

**Why this subject is important:**

PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

What you will learn:

| Unit Name             | Topics  | Skills and Understanding   | Curriculum links   |
|-----------------------|---|--|--|
| Healthy and Wellbeing | Emotional Literacy, self-awareness and managing our own behaviours. | Identifying the impact of anxiety and stress both mentally and physically. Explain how mindfulness can contribute to good mental health. | In Year 9 students will develop their skills, knowledge and understanding by:<br><br>Exploring interpersonal skills, growth mindsets and the stress of schools and exams. Mental health issues will be examined in detail, self-harm, addiction and anxiety. |
|                       | Negative peer pressure and the dangers of vaping or smoking.        | Be able to distinguish the health impacts of vaping, smoking tobacco or cannabis. Define the link between nicotine and dopamine.         | Investigating pressure on young people to take drugs and put themselves in risky situations.   |
|                       | Cancer awareness.   | Describe how lifestyle choices can make us more at risk of health issues in later life.  | The importance of ethical health choices.  |
|                       | First Aid   | Explain in detail ways we can respond in a range of medical emergencies.   | Examining issues in society like scooter muggings, acid attacks and internet issues like FOMO.   |
|                       | Why do teenager parents have it so tough?                           | Using source materials identify the challenges faced by single parents   |  |
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|---------------------------|---|---|--|
| Living in the Wider World | Stereotyping and discrimination in society. The UK Equality Act.  | Describe why the rights of minority groups in the UK reflect the success of a fair and just society.        | In Year 9 students will develop their skills, knowledge and understanding by:<br><br>Analysing discrimination legislation, the Equality Act will be evaluated to understand the ways we are protected from discrimination. Preparing for adult life, how to avoid debt and be financially stable. Investigating our global financial responsibilities, human rights, financial aid and the role of charities. Developing employability skills, preparing and applying for the world of work. |
|                           | Internet safety, online grooming and what we need to be aware of. Dangers of online gambling in gaming.                         | Clarify ways in which you can stay safe online on a variety of specific social media platforms.             |  |
|                           | Being a financially literate adult. How can we budget, save and manage our finances. How does the government manage the budget. | Describe the factors of being financially literate and explain the importance of this for lifelong success. |  |
|                           | Careers skills, communications, teamwork and how can we be entrepreneurs?   | Explain the skills and qualities necessary for a range of job roles.  |  |
|                           | How is the environment changing and how can we care for it in the future?   | Describe using case studies how humans are causing irreparable damage to rivers and oceans.                 |  |
|                           |   |   |  |
| Relationships             | Healthy relationships, consent, safe sex and STI's.   | Identify and explain the support teenagers can access to get sexual health advice and contraception.        | In Year 9 students will develop their skills, knowledge and understanding by:<br><br>Categorise the factors of an unhealthy and abusive relationships. Examining the dangers in society, knife crime, youth offenders, child sexual exploitation and child criminal exploitation. Identifying the impact of the media on body image and eating disorders. Understanding the challenges faced by the LGBT+ community. British Values and how Britain celebrates a range of cultures.          |
|                           | Issues in society, pornography, sexting, body image and risky online behaviours.  | Illustrate the consequences of risky behaviours and sources of support and help.                            |  |
|                           | Conflict in family life. Dangers of running away, sofa surfing and street life.   | Describe solutions to domestic conflict case studies or agencies who can help resolve issues.               |  |
|                           | Religious stereotyping and discrimination. Islamophobia and the issues of extremism.  | Explain why these mindsets are dangerous to a peaceful society.   |  |
|                           | British Values, learning to tolerate and respect each other.  | Compare and contrast differences and similarities between cultural and religious beliefs.                   |  |
|                           |   |   |  |

**How you will be assessed:**

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The final grade is calculated in the following way: You will be assessed after each topic. Teacher assessments and topic assessments will give a combined overall grade. All pupils will have an understanding of our life without levels for each topic.

### How parents / carers can help:

2. Talk to your child about what they are learning in lessons, perhaps getting them to explain to you what topics they have been exploring.
3. Check your child's home learning tasks that have been set against the homework time table and where possible, look through your child's work to check that it is correct and complete.
4. Encourage your child to take an interest in the arts, visit any local galleries and museums and be aware of art in the news and any art programmes on TV.

### Useful website and details of course books:

Gov.uk>societyandhealth

#### Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.

Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.

Pupils develop respect for themselves and learn to respect other people.

Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

### Progression routes and career opportunities:

Social care

Mental Health teams

Psychology and Sociology BTEC and A Level

### Who to contact and how if you have a query regarding your child's RSE:

| Name                 | Position | Email Address                    | Telephone    |
|----------------------|----------|----------------------------------|--------------|
| Miss Rachel Fletcher | RSE Lead | rletcher@haileyhall.herts.sch.uk | 01992 465208 |

### Year 9 RSE

#### Why this subject is important

The PSHE curriculum addresses both pupils' current experiences and preparation for their future. This Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

**Intent - What you will learn this year**

| Unit Name                 | Topics                  | Skills and Understanding  | Curriculum links   |
|---------------------------|-------------------------|---|--|
| Living in the wider world | Avoiding debt           | Analyse how poor financial circumstances can be avoided by planning early   | -Analyse why particular fake news stories are created and use critical thinking skills to assess the motivation behind fake news.<br>-Explain why it is important to use common sense, not make assumptions and always be professional on work experience placements.<br>-Describe how County Lines works and where you can get help if you think someone is involved.<br>-Describe in detail what is happening in a range of criminal case studies and how young people are groomed by gangs<br>-Describe what employers are looking for in a CV and how we can get our best qualities across on paper. |
|                           | Human rights            | Describe how modern slavery and human trafficking happen  |  |
|                           | Skills in the workplace | Evaluate the skills and qualities developed in your hobbies or enrichment   |  |
|                           | Knife crime             | Describe the impact of knife crime on the individual  |  |
|                           | Shoppers rights         | Identify the outcomes for consumers rights that have been upheld  |  |
|                           |                         |   |  |
| Healthy Life styles       | Growth mindset          | Describe the attributes of a Fixed or Growth Mindset  | -Describe factors that may contribute to suicide<br>-Describe the different stages of grief, the best ways to support grieving people<br>-Describe the different treatments available to people with social anxiety<br>Correctly identify the ways people contrive online personas<br>-Describe why cases of hate crime are reported to be on the increase and the reasons behind this.  |
|                           | Interpersonal skills    | Categorise different interpersonal skills we can develop  |  |
|                           | Illegal drugs           | Describe our opinions on current UK law after studying source evidence and government legislation.                  |  |
|                           | Self harm               | Correctly identify cases of self-harm, dematillomania, anxiety and depression                                       |  |
|                           | Prejudice               | Correctly identify cases of discrimination.   |  |
|                           |                         |   |  |
| Relationships             | LGBGTQ+                 | Explain the problems of gender stereotyping and why you can't always tell people's genders just by looking at them. | -Explain the differences and similarities between homosexual and heterosexual relationships in family life,  |

|  |                   |   |  |
|--|-------------------|---|--|
|  | CSE               | Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities.       | -Explain counter arguments against the main reasons why women are often treated differently to men.  |
|  | Domestic Violence | Describe how a person in an abusive relationship could receive help and the services they can access.               | -Describe the long and short term consequences of sharing intimate images with partners or friends. correctly identify the different types of abuse and their effects. |
|  | British Values    | Explain what issues different people may have to overcome to remain loyal to their religion and British values      | -Identify the different styles of parenting and how to change and bathe a new baby.  |
|  | Body Image        | Describe possible ways for us to retain good mental and physical health to help prevent eating disorders developing |  |
|  |                   |   |  |

#### **How you will be assessed:**

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#### **How parents / carers can help:**

3. Talk to your child about what they are learning in lessons, perhaps getting them to explain to you what topics they have been exploring.
4. Check your child's home learning tasks that have been set against the homework time table and where possible, look through your child's work to check that it is correct and complete.
5. Encourage your child to take an interest in the arts, visit any local galleries and museums and be aware of art in the news and any art programmes on TV.

#### **Useful website and details of course books:**

Gov.uk>societyandhealth

#### **Promoting British Values:**

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Pupils develop respect for themselves and learn to respect other people.

Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

#### **Progression routes and career opportunities:**

Social care

Mental Health teams

Psychology and Sociology BTEC and A Level

**Who to contact and how if you have a query regarding your child's RSE:**

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|----------------------|----------|-----------------------------------|--------------|
| Miss Rachel Fletcher | RSE Lead | rfletcher@haileyhall.herts.sch.uk | 01992 465208 |

**Year 10 RSE**

**Why this subject is important:**

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

**Intent: What you will learn this year:**

| Unit Name                 | Topics                        | Skills and Understanding   | Curriculum links   |
|---------------------------|-------------------------------|--|--|
| Living in the wider world | Fake news                     | Analyse why particular fake news stories are created and use critical thinking skills to assess the motivation behind fake news. | Preparing pupils for independent living and understanding some extreme views.<br>Building information about themselves ready for applying for college in year 11.<br>Understanding the concept of anti-social behaviour and how it is dealt with during year 11. |
|                           | Preparing for Work experience | Explain why it is important to use common sense, not make assumptions and always be professional on work experience placements.  |  |
|                           | County lines                  | Describe how County Lines works and where you can get help if you think someone is involved.                                     |  |
|                           | Judicial system               | Describe in detail what is happening in a range of criminal case studies and how young people are groomed by gangs               |  |
|                           | Building a CV                 | Describe what employers are looking for in a CV and how we can get our best qualities across on paper.                           |  |
|                           |                               |  |  |
| Healthy Life styles       | Suicide                       | Describe factors that may contribute to suicide  | Building on knowledge learnt at KS3 with mental health and well-being.   |
|                           | Bereavement                   | Describe the different stages of grief, the  | Developing concepts of staying safe in the wider   |

|               |                    |  |   |
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|               |                    | best ways to support grieving people   | world learnt at year 11 and developing ideas about body positivity  |
|               | Anxiety            | Describe the different treatments available to people with social anxiety                                  |   |
|               | Self Esteem        | Correctly identify the ways people contrive online personas  |   |
|               | Hate crimes        | Describe why cases of hate crime are reported to be on the increase and the reasons behind this.           |   |
|               |                    |  |   |
| Relationships | Same Sex relations | Explain the differences and similarities between homosexual and heterosexual relationships in family life, | Developing ideas about what sex is in KS3 and building towards an understanding of healthy sex in year 11. Pupils will also build a foundation of knowledge ready for more complex topics such as rape and sexual abuse. Stereotypes dealt with will also build a platform for understanding positive role models and relationships in year 11. |
|               | Gender stereotypes | Explain counter arguments against the main reasons why women are often treated differently to men.         |   |
|               | Revenge Porn       | Describe the long and short term consequences of sharing intimate images with partners or friends.         |   |
|               | Harassment         | correctly identify the different types of abuse and their effects.   |   |
|               | Good Parenting     | Identify the different styles of parenting and how to change and bathe a new baby.                         |   |
|               |                    |  |   |
|               |                    |  |   |
|               |                    |  |   |

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#### How parents / carers can help:

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6. Encourage your child to take an interest in the arts, visit any local galleries and museums and be aware of art in the news and any art programmes on TV.

**Useful website and details of course books:**

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**Promoting British Values:**

Pupils develop their self-knowledge, self-esteem and self-confidence.

Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.

Pupils develop respect for themselves and learn to respect other people.

Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

**Progression routes and career opportunities:**

Social care

Mental Health teams

Psychology and Sociology BTEC and A Level

**Who to contact and how if you have a query regarding your child's RSE:**

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| Miss Rachel Fletcher | RSE Lead | rletcher@haileyhall.herts.sch.uk | 01992 465208 |

**Year 11 RSE**

**Why this subject is important:**

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

**Intent: What you will learn this year:**

| Unit Name                 | Topics                            | Skills and Understanding   | Curriculum links  |
|---------------------------|-----------------------------------|--|---|
| Living in the wider world | Revision skills                   | Create examples using the techniques, applying our learning in a variety of subjects   | Creating a platform and skills to develop a revision timetable that can be used in FE   |
|                           | Applying to College or University | Explain with reference to statistics and figures whether you believe university to be worthwhile as an investment, considering costs, time and commitment needed | Develop an understanding of the UCAS process and how to select a university course<br><br>Building on skills that are useful once a pupil has left school |
|                           | Independent Living                | Explain how we can make a success of living  | Preparing students for life at work.  |

|                     |                               |   |  |
|---------------------|-------------------------------|---|--|
|                     |                               | independently by being law abiding, financially capable and self-sufficient   | Real life experience which could lead to a better interview process.   |
|                     | Health and Safety at Work     | Explain, using today's key terminology how employers use Health and Safety procedures to protect both employees and themselves.                               | Preparing pupils for what they may read in the news media or other outlets and create informed views.  |
|                     | Preparing for a job interview | Explain why some applicants would be picked over others by putting yourself in the position of the employer   |  |
|                     | Extremism                     | Explain why some people believe right wing extremism to be on the rise, using new key terminology in the correct context                                      |  |
| Healthy Life styles | Risk taking                   | Explain in scientific terms why young people are pre-disposed to risk taking and analysing both the long and short term consequences of poor decision making. |  |
|                     | Gambling                      | Analyse using case studies how online gambling sites use certain methods to hook in young people  | Pupils are aware of how they can stay safe when they leave<br>Pupils can choose whether or not to gamble and make informed decisions<br>Linking to an ongoing healthy lifestyle and well being<br>Celebrate diversity in and out of school<br>Staying safe outside of the confines of school<br>Be able to react to situations safely. |
|                     | Body positivity               | Explain, using today's key terminology in the correct context, how the body positivity debate relates to both issues of physical and mental health            |  |
|                     | Diversity                     | Analyse the consequences of not celebrating diversity and whether or not people have any control over their identities.                                       |  |
|                     | Personal safety               | Analyse the most risky situations living in the wider world presents for us and how we can best equip ourselves to manage these                               |  |
|                     | First aid                     | Role play the importance of each of the CPR steps. Be able to describe the steps correctly, in order, without prompting                                       |  |
| Relationships       | Body shaming                  | Explain how we can make people feel better about their  |  |

|  |                        |  |   |
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|  |                        | bodies, using notable or famous examples and role models.  | Preparing pupils for positive relationships and safe sex outside of school environment. |
|  | Positive relationships | Explain the meaning of new key terminology and use these phrases articulately in the correct context               |   |
|  | Good sex               | Explain articulately how the case studies can manage healthy and fulfilling sex lives                              |   |
|  | Rape, sexual abuse     | Identify cases where sexual boundaries have been crossed   |   |
|  | Chem sex               | Explain the dangers behind different unsafe sex scenarios, including chem sex and why these are unsafe or illegal. |   |

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#### Promoting British Values:

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### Progression routes and career opportunities:

Social care

Mental Health teams

Psychology and Sociology BTEC and A Level

### Who to contact and how if you have a query regarding your child's RSE:

| Name | Position | Email Address | Telephone |
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|                                 |                 |   |                     |
|---------------------------------|-----------------|---|---------------------|
| <b>Miss Rachel<br/>Fletcher</b> | <b>RSE Lead</b> | <b>rletcher@haileyhall.herts.sch.uk</b> | <b>01992 465208</b> |
|---------------------------------|-----------------|---|---------------------|