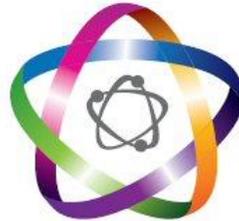


POLICY DOCUMENT No P12**DEBENHAM HIGH SCHOOL**

A Church of England High Performing Specialist Academy



RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

This policy is reviewed every three years

History of Document

Issue No	Author/ Owner	Date Written	Approved by Governors on	Comments
Issue 1	P Crowley	Oct 1994	Nov 1994	1 st Issue
Issue 2	P Crowley	Oct 2002		Minor amendments agreed by SMT
Issue 3	L Ramsay	Oct 2008	18 Nov 2009	Full Revision
Issue 4	L Ramsay	Dec 2011	26 Jan 2012	Minor amendments
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Issue 6	L Ramsay	Nov 2017	28 Nov 2017	Revised
Issue 7	L Ramsay	April 2020	8 th Dec 2020	Revision based on Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education

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1. Rationale and Ethos

Introduction

At Debenham High School, we are aware that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way. Here we outline our relationship, sex and health education (RSHE) policy and the purpose of delivery in our school.

Relationships, Sex and Health Education (RSHE) is one aspect of our wider Personal, Social and Health Education (PSHE) programme. RSHE and PSHE are not just part of the formal curriculum, they are an inherent part of the ethos of the whole school. Through the Five Year Programme for Personal development, it is clear that students must first value themselves and each other in order to live healthy and fulfilled lives; this programme of study affects all aspects of school life. (See Appendix 2)

Firstly, education about the development of personal wellbeing is about fostering and encouraging in pupils a positive self-image and the confidence to know that their views and beliefs are important.

Secondly, it is about providing the information necessary to make informed decisions and, just as importantly, about giving students the opportunity to develop the skills to voice their decisions concerning their own behaviour and well-being in an assertive and positive way without undue influence from their peers, the media or society at large.

Thirdly, it is about educating students about local, national and international issues, as well as changes in technology which may affect them as individuals and so equip them for life in modern society. In line with the Child protection and Safeguarding policy and the eSafety Policy, the following are addressed in the school curriculum and discretely in PSHE – sexting, grooming, pornography, peer on peer abuse, grooming, sexual exploitation and gang culture. These will be regularly reviewed through safeguarding updates and reflected in schemes of work and school policies. Where it is appropriate, email communication or discreet evenings will be held to inform parents/carers of possible dangers and to share information on how they can work with the school to keep their children safe.

ii. Framework of Values

Relationships, Sex and Health Education is taught with due regard to moral and ethical considerations, legally permitted relationships and the value of family life. In the context of a Church of England school with its emphasis on self-esteem and regard for others, cultural diversity and equal opportunities are respected.

The School Aims are particularly appropriate to Relationships, Sex and Health Education and are the bedrock on which the aims of the Relationships, Sex and Health Education curriculum is built.

- To provide a happy and caring environment where each member of the school community is personally valued and where pupils are able to develop self-respect and self-control.
- To help pupils acquire attitudes and skills relevant to their adult...life.
- To develop social skills and empathy towards others
- To encourage moral and Christian values
- To engender respect for, understanding of and tolerance of, others

iii. The purpose and aims of RSHE in our school

1. To develop in young people a sense of responsibility, self-respect, self-esteem, self-confidence and self-discipline, and to encourage in students a positive self-image.
2. To help young people understand the nature of healthy and nurturing personal relationships of all kinds, including intimate relationships. To support students in understanding that love and care is required in all relationships.
3. To prepare young people to know about the developmental changes of life, including puberty and the menopause. To learn about both the physical and emotional changes that may affect them personally or those in their family
4. To encourage responsible attitudes and behaviour, and to develop an understanding of the consequences of one's actions both in the real world and online.
5. To provide young people with age appropriate, balanced information about the physical, social and emotional aspects of healthy sexual behaviour and the possible implications of sexual behaviour and/or types of exploitation and abuse.
6. To make students aware of the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. To ensure students understand a range of beliefs and opinions on these issues, being supported to make their own decisions while being respectful of others and the law
7. To enhance pupils' communication and decision-making skills with regard to relationships.
8. To promote in pupils the commitment to a healthy lifestyle and to develop a set of personal values within the context of the communities in which they live and actively # contribute.
9. To provide a framework in which sensitive discussions can take place.

The vision for safe and effective RSHE

As a school our RSHE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

iv. Legislation underpinning RSHE

Legally we must provide RSHE to all students as per section 34 of the Children and Social work act 2017.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory.

Parents/carers do have the right to withdraw students from RSE. This would involve a conversation with a member of the Senior Leadership Team. Students cannot be withdrawn from work on puberty and reproduction in the Science curriculum.

3. Roles & Responsibilities:

i. Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

ii. The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

iii. Teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND
- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision

iv. Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

4. Curriculum Design

RSHE is primarily taught through PSHE. PSHE is taught within year teams as part of the school's Five Year Programme for Student Personal Development.

The Programme of Study for PSHE is planned and coordinated by the Co-ordinator for PSHE and is taught as a discrete unit in Years 7-10 specifically by Tutors and Heads of Year. Schemes of work and resources are written, monitored and reviewed by the co-ordinator for PSHE and the Assistant Headteacher with responsibility for pastoral care. The broader issues are tackled by subject staff in a variety of departments (particularly English, Religious Education, Science, and Drama) and within other PSHE units. Occasional visitors are also included in the delivery team; these are provided with a copy of the Relationships, Sex and Health Education Policy and are accompanied by an appropriate member of staff. (See Cross Curricular links – Appendix 3)

i. The Sex and Relationships Education Programme

Through subjects such as English, RE, Science and Drama, topics are covered which are part of the RSHE programme. In the case of RE an opportunity is provided to explore Christian and other perspectives on issues such as Sex and Sexuality, Marriage and Family Life, Gender Equality and to develop pupils' own moral perspective on sensitive issues. (See Appendix 3 – Grid that maps RSHE provision across the curriculum).

Key Stage 3

The major idea informing all PSHE work is that of building a positive self-image while engendering concern and mindfulness for others. With this in mind, we believe that the topics listed below form a sound and progressive programme which satisfies the Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education, 2019.

Year 7		
<p>Healthy Relationships/ Keeping Health Unit 1 – How can I have healthy friendships?</p> <ul style="list-style-type: none"> • Friendship – what it is; how to be a good friend • Identifying what is meant by peer pressure • Developing strategies for resisting peer pressure • Understanding the difference between genuine and toxic friendship • Exploring what is meant by ‘relationship’ and to sustain relationships through good communication • Identifying strategies to resolve and manage conflict within a relationship <p>Unit 2 – How can we be safe in mind and body?</p> <ul style="list-style-type: none"> • First Aid • Being safe online – cyberbullying – what is it? How can students respond to it? • Being safe online – Managing social media safely • Being safe online – understanding the importance of online reputation <p>Unit 3 – How to keep healthy?</p> <ul style="list-style-type: none"> • Puberty - Details about physical, emotional changes that occur in puberty; need for good personal hygiene. Re-capping work completed in Years 5 and 6. • Exploring lifestyle choices made to keep them health eg dental hygiene, personal hygiene, diet, exercise, sleep <p>PSHE Plus – A selected group will run alongside this to specifically cover the same themes for those identified with the need for support in their social skills. This will be led by two Teaching Assistants.</p>		PSHE
<p>Reproduction This includes work on changes at puberty and human reproduction; a consideration of the ethics surrounding different solutions to infertility.</p>		Science

Year 8	<p>Working in Groups</p> <p>Basic skills for group work, including presenting own opinions while showing respect for others.</p>	PSHE
<p>Self Esteem and Body Image</p> <ul style="list-style-type: none"> • Exploring sexual stereotypes within the media and the impact this can have on self esteem and body image • Exploring the importance of high self esteem 		PSHE
<p>Relationships – Family Life</p> <ul style="list-style-type: none"> • What is a family? – Looking at the diversity of familial structure • Exploring changes that occur within a family • Looking at both the pressures and strategies for coping with change in families, including siblings being born/leaving home; divorce/ and/or separation/bereavement. 		PSHE
<p>Health Education</p> <ul style="list-style-type: none"> • Consideration of the nature of addiction – gambling; screen time and the impact on mental and physical health • Understanding drugs and substances; when used and why used; consequences of substance use and misuse 		PSHE
<p>Year 9</p> <p>Units 1, 2 and 4 Health and Relationships - Making Safe choices</p> <ul style="list-style-type: none"> • Influences on individuals entering relationships; media, peer pressure, role models, social media • The concept of being mentally and emotionally well; the consequences of mental ill health, including self harm, anxiety, depression and eating disorders • To understand the consequences of taking and dealing drugs • Exploration of what is meant by love ; pros and cons of intimate relationships • Sex and the Law – What makes people begin sexual relationships before they are ready – eg alcohol, low self-esteem, media, peer pressure, social media/sexting • Sexuality and gender identity – diversity within society • The importance of consent – No means no! Importance of balance of power and authority within a relationship • Saying No politely and assertively • Evaluation of contraceptive methods, especially condom as protection against both pregnancy and STIs. • Safety considerations; basic information on STIs (especially the dangers of Chlamydia) and unwanted pregnancies, dangers of early sexual activity • Information about HIV / AIDS and its transmission. • Pressures to send naked pictures and possible consequences legal and in personal relationships 		PSHE

Key Stage 4

<p>Our aim is to promote a positive self-image and concern for others. In addition it is clearly necessary to provide specific information on a number of issues to enable informed decisions to be made.</p> <p>Year 10/11</p> <p>Relationships - Making Safe Choices</p> <ul style="list-style-type: none"> • Importance of self-respect – making the right choices about sexual activity; alcohol; relations with parents/friends; use of technology eg sexting. Input from an external agency such as Turning Point on substance abuse and the importance of high self esteem • To understand the importance of monitoring your own health; to know the importance of, and how to, self examine for breast or testicular cancer • Revision of conditions needed for good sexual health • To identify that pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners; To understand that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • Keeping the balance of power within relationships equal – avoidance of domestic abuse/violence. • Asking for advice; role of parents, state and voluntary health advice organisations. • In the Human Rights Unit in Year 10, students are taught about sexual abuse and exploitation, including female genital mutilation, honour based violence. Within the unit, students are given places from which to seek support 	<p>PSHE</p>
<p>Relationships - Making Choices</p> <ul style="list-style-type: none"> • To explore the issues raised by unplanned pregnancy and discover where young people can go if they need help and advice; To know some basic facts about emergency contraception; To know what support services are available locally • Effects of unwanted pregnancy – abortion – laws linked to; attitudes towards; alternatives to abortion – adoption, fostering • To consider the physical and emotional impact of pregnancy on young mums; to consider how the female body changes during pregnancy and how this might affect the relationship between a woman and her partner. • To consider how a woman changes physically and emotionally at the menopause • Infertility/ ways to have children as same sex couples – choices of Artificial Insemination; IVF; Surrogacy • Sex/sexuality – Sex, Contraception, sexual health and infections, sexuality, the choice to abstain • Marriage – Getting married; alternatives to marriage eg Co Habitation; Civil Partnership 	<p>PSHE</p> <p>PSHE/RE</p> <p>RE</p>

<p>Relationships – Changing relationships</p> <ul style="list-style-type: none"> • Parenthood – Responsibilities; challenges and joys • Divorce; remarriage; annulment 	<p>PSHE RE</p>
<p>Variation, Inheritance & Evolution Genetics, cloning, genetic engineering, including an exploration of the ethics surrounding these issues</p> <p>Animal Control and Coordination Contraception; Assisted Reproductive Technology (ART) are studied</p>	<p>Science</p>

There is deliberate overlapping with the content of Years 7-10 in Sex and Relationships Education.

In addition to the above there are cross-curricular contributions from RE, English and Drama. Most significantly RE encourages all pupils to explore ethical issues surrounding sex, sexuality, marriage and the family from both a secular and Christian and a multi-faith perspective.

ii) Methodology

Active learning is promoted within the classroom through discussion and debate, in order to develop pupil's skills of communication and decision making. Clear, accurate information is given as and when required.

A range of learning and teaching methods are employed for the delivery of the programme:

- Whole group teaching
- Small group discussion
- DVDs/clips from YouTube
- Role play
- Structured games
- Active Learning techniques, including the use of scenarios to aid decision-making; Diamond Nines to encourage discussion and decision-making; living graphs and continuums to grade risk; card sorting activities.
- Practical sessions – eg putting condoms on demonstration models
- Outside speakers

In RSHE lessons seating plans will be avoided or made sensitively to reflect friendship groups or those with whom a young person feels safe. There will not be an expectation that all students should speak in a lesson to avoid embarrassment. Nevertheless, there will be opportunities within lessons for students to ask anonymous questions using Question Boxes.

iii) Resources

Resources include DVDs/clips downloaded from YouTube, books, pamphlets, display contraceptives, condom demonstrators, card sorts, games. All resources used are checked by the PSHE lead and SLT; only those deemed appropriate are used. Parents are welcome to inspect these resources.

iv) Access to the Curriculum

All pupils enjoy equal access to all aspects of the programme. The majority of teaching takes place in mixed ability and mixed gender classes. In Year 7 there are usually separate gender sessions on puberty to allow student questions to be answered. These will either be during a PSHE scheduled lesson or in a specially scheduled session.

Resources are differentiated where appropriate to allow access for all pupils regardless of their literacy levels. Teachers of Relationships, Sex and Health Education will also accept the need to structure lessons to suit a range of emotional, personal and social development within the group. Specific thought is given in planning lessons to the way SEND students or those affected directly by the issues being taught can access the learning.

All pupils should be taught the Relationships, Sex and Health Education programme and where a number of lessons in the programme are missed, the school will attempt to provide an opportunity for the pupils to catch up.

v) The Right to Withdraw

Parents/Carers have the right to withdraw their children from the programme for RSHE should they so wish, although not the Science curriculum when these issues are discussed. Application must be made in writing to the Assistant Headteacher for Pastoral Care. The names of these students will be recorded; the Assistant Headteacher for Pastoral care will usually talk to the parents/carers involved.

v) Assessment of student learning and understanding

Within PSHE, and therefore RSHE, there are five key strands of student learning that are assessed – Knowledge and Understanding; Participation; Research skills; Presentation skills and Working as part of a team. These are considered important to the student's personal development.

Students self assess themselves at the end of each unit against these criteria; teachers also comment and offer targets for improvement as well as areas of strength in their PSHE file. To ensure there is an evidence base for this assessment, each unit of work has a set assessment activity, which assesses different skills and subject specific content. These vary depending on the nature of the unit and aim to offer an overall picture of how students develop over the key stage. Examples of assessments include :

- Factual recall tests to check knowledge
- Scenario based responses to check understanding
- Set presentations to the class to assess student

Form Tutors report on PSHE formally as part of their annual Tutor report sent home to parents.

vii) Staff Support and Training

The PSHE Co-ordinator and the nominated members of SLT are responsible for the preparation of material. The PSHE Co-ordinator receives training from the Local Authority; training for the teaching of RSHE is incorporated in the CPD offer within school

viii) **Liaison with Primary Feeder Schools**

It is recognised that Relationships, Sex and Health Education is taught most effectively as part of a coherent programme of study from Reception to Year 11. Therefore discussion takes place between the Heads of the Pyramid primary schools and outlines of Sex and Relationships Education schemes are shared.

5. Safe and effective practice in delivering the RSHE Curriculum

High quality RSHE is taught;

- by a member of teaching staff who is known to the pupils
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead and the SLT
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- in a sequence of lessons which build knowledge and understanding at a gentle pace

i) Teachers ensure that the learning environment is safe by;

- setting clear ground rules which are to be adhered to by all staff and pupils present
- organising seating so that pupils do not feel threatened or embarrassed, ideally with students selecting with whom they feel most comfortable working
- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)

ii) Ground rules might include;

- allowing others to speak without interruption or judgement
- avoiding giving personal information or asking others to do so
- accepting that people will hold a range of views
- being respectful to everyone in the lesson at all times

- discussing and challenging viewpoints respectfully
- accepting that people will have a range of knowledge and understanding

iii) De-personalisation techniques are used to;

- allow pupils to share and explore different aspects of RSE without fear of being judged or labelled
- allow pupils to consider issues that they have not had experience of
- support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- teach pupils that all issues which affect society, such as discrimination, are relevant to everyone

iv) The teaching of sensitive and controversial issues must;

- not be avoided because they are difficult to teach
- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught. A letter will be sent annually at the start of the school year to all Parents/Carers to inform them of the timing of RSHE lessons and outline of the content as part of the PSHE carousel. As a school we encourage Parent/Carer to discuss these issues with their children.

6. Safeguarding

i) How will child protection, safeguarding and confidentiality protocols support this?

There is a recognition that effective RSHE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to DSL. In the event of a disclosure, staff will follow the schools safeguarding referral procedure

Through staff training and support, staff will know that prior to teaching of RSHE, they should consult with DSL to ensure relevant issues can be addressed and student needs met; that while ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure, and finally that through Safeguarding updates and training within school, staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these

ii) Visitors/outside agencies – how will they be informed about safeguarding and the whole school approach?

Visitors delivering any aspect of the PSHE/RSHE programme of study will understand that they are working under the school's Safeguarding and Child protection Policy. These visitors will only deliver material agreed with the PSHE Lead and SLT; they will have a member of school staff present in all sessions.

7. Consultation Process for the Policy

i) With Parents/Carer

Given the nature of RSHE, the school seeks to work with parents/carers on the delivery of this important part of the curriculum and personal development. There will be a Consultation Evening to discuss the policy and share examples of the PSHE Programme of Study and resources used. Furthermore, for those unable to attend, the draft RSHE Policy will be available on the website for parent/carer comment from xxx to xxx

ii) The Governing Body

The policy will be reviewed at a full meeting of the Governing Body before being ratified, signed and uploaded to the website.

8. Review

To be reviewed after three years or before if any significant change to law is made.

Appendix 1

Based on the DfES's SRE Guidance 2000, page 5, SRE has three main elements at Debenham, which underpin all SRE from Years 7-11:

Attitudes and values

- To learn the value of respect, love and care
- To develop critical thinking as part of decision-making
- To explore, consider and understand moral dilemmas
- To learn the value of family life and the need for children to be nurtured in stable loving relationships

Personal and social skills

- For all children to develop self-respect and be able to empathise with others
- For children to be able to recognise and avoid abuse and exploitation
- To be able to understand the consequences of actions taken
- To be able to manage conflict

Knowledge and understanding

- To learn about physical development
- To be able to understand physical development
- To understand human sexuality and reproduction
- To be aware of sexual health needs
- To understand changes in emotions and relationships
- To understand the methods and range of services involved with contraception
- To understand the need to avoid unplanned pregnancies
- To understand the reasons for delaying sexual activity and the benefits to be gained.



FIVE YEAR PROGRAMME FOR STUDENT DEVELOPMENT

The development of the whole child as a kind, well balanced, confident learner and person is the key aim for all staff at Debenham High School. Providing the structure for social, moral, cultural and spiritual development where young people are able to safely explore and develop their own values; sense of self and belonging to a wider community is a key priority. The five year plan outlined below is not an exhaustive programme for development but is intended to map key opportunities to develop young people holistically. Having a coherent programme is intended to ensure equality of provision across year groups. PSHE is a key forum in which the personal, social and moral skills are taught and explored but all areas of the curriculum play their part so this document needs to be read alongside the Spiritual, moral, social, cultural and values grid.

All young people start in different places – some are academically able, others less so; some have supportive home backgrounds, others do not; some have high levels of aspiration, others do not – therefore the plan also sets to plan strategies and approaches that make reasonable adjustment to positively discriminate where there is disadvantage or specific need, to give all young people the best chance of a positive outcome i.e. a secure pathway Post 16 and the best qualities and skills to succeed in life.

	Health and Well-Being	Relationships	Living in the Wider World	Independent Learning
Yr.7	<ul style="list-style-type: none"> How can I be healthy, personal safety and basic health (HT1/2) 	<ul style="list-style-type: none"> Transition & finding your place in new situations. (HT1) Healthy friendships (HT2/3) 	<ul style="list-style-type: none"> Looking forward, career and goal setting (personal and work related) HT3 Managing your time talents and money HT4 Living in a wider world and a diverse society.HT5 	Study Skills HT4
Yr.7	PERMA Assemblies (HT2)			
Yr.8	<ul style="list-style-type: none"> Why is it important to like myself, self-esteem. (HT1/2) Taking care of myself, drugs and addiction (HT4) 	<ul style="list-style-type: none"> Family Life (HT2) 	<ul style="list-style-type: none"> Aiming High (HT1) Being an active and responsible citizen (HT3) Government and Politics (HT5) 	Study Skills HT5
Yr.9	<ul style="list-style-type: none"> Being well mentally and emotionally. (HT1/2) 	<ul style="list-style-type: none"> Sexual Health, how can I take care of myself (nature of relationships and consent) HT 2 Sexual Health, making the right decisions (Contraception, STI's and sexting) HT4 	<ul style="list-style-type: none"> Options Introduction (HT1) Options (HT3) Law, Order and the legal system (HT3/4) Gaining independence, finance and healthy living (HT5) 	Study Skills HT3
Yr.10	<ul style="list-style-type: none"> General Health and Well-being including Teenage Cancer Trust. (HT1/2) 	<ul style="list-style-type: none"> Sexual Health, Parenting and Pregnancy (HT2/3) 	<ul style="list-style-type: none"> Aiming higher and careers focus (HT1) Challenge Prejudice and Discrimination, including radicalisation. (HT4) How to manage money in the real world. (HT5) 	Study Skills HT4
Yr.11	<ul style="list-style-type: none"> Emotional Well-Being HT2 	<ul style="list-style-type: none"> Sexual Health and Relationships, including "This is Rape" 		Revision Time and Mocks (HT2) Revision HT 5

Year	Half Term	Theme 1 Health and Well-Being	Theme 2 Relationships	Theme 3 Living in the Wider World	Theme 4 Independent Learning/ Student Support	Spiritual	Leadership Opportunities	Generating a culture of Achievement	Enrichment/Cultural	Partnership
All		<p>Proactive pastoral System – PERMA; importance of good physical and health encouraged at all levels i.e. Form time to Year Assemblies o PSHE to curriculum links – see SMSC grid to whole school initiatives.</p> <p>Support provided within and through the pastoral structure in school – Student Support; Talk Therapist funded for referral cases only; work with School Nurse. Able to access and work with a variety of external agencies Young Carers; Early Help; Outreach Suffolk; The Mix Dave Hannah</p>	<p>Pastoral Structure – Importance of Form and Year Groups i.e. PSHE delivered to Form Groups; Form Challenges in the Lower School to build competition; barbeques and other social events to build relationships meaningfully in the Year Group.</p> <p>House structure allows for inter-house friendly competitive events to foster healthy competition and the spirit of fair play.</p> <p>House Quiz held fortnightly to build form relationships and healthy competition between Houses</p> <p>Development of appropriate relationships is fostered through PSHE; pastoral system and through learning styles encouraged in curriculum eg group work; independent study; presentation of ideas;</p>	<p>Moral, social and cultural development of students is at the centre of the curriculum – see SMSC grid and the trips/visits; PSHE; Community links that we get involved in; pastoral system including form time, assemblies and whole school initiatives such as Diversity Week</p> <p>Encouraging cultural diversity – Encouragement of more able students to study two languages so having a choice at GCSE or the opinion of studying both. MFL is more than just language – teaching about culture and issues – See SMSC grid</p> <p>Subjects such as Geography, English, History, RE, Science, Art, Music, DT introducing students to different cultures through text; art work, music – See SMSC</p>	<p>Structured Study Skills programme through PSHE</p> <p>Support for AGT and SEND /PP students– To ensure students’ outcomes match their potential – the use of reasonable adjustment as needed</p> <p>AGT: Specific differentiated work in curriculum; bespoke projects in DT and Art; Maths Challenge; Extended Project at KS4</p> <p>SEND/PP: Invitation to SP2B; Homework Club and monitoring attendance at lunchtime clubs; IEPs – specific actions to support eg TA/GI support; ICT support; intervention – numeracy or literacy based; social skills support through PSHE + in Yr 7 and ASDAN Year 9 ff for invited students; buying resources such as uniform revision materials</p>	<p>Tolerance of different views in a multi-denominational school that is built around Christian values. Expectation of tolerance to the views and feelings as others through the whole school mantra “treat others as you would wish to be treated”. Consequences of action through a clear and consistently applied principles of behaviour.</p> <p>Staff and students are encouraged to be proud of their faith and to practise this in school eg staff attending baptism services of students; Soul group; staff prayer groups; staff being prepared to pray with students when appropriate; Muslim students having a prayer room and being supported in keeping their festivals and fasts.</p>	<p>Head Boy/Girl Prefects House Captains – Year 11 leadership roles to represent the school</p> <p>Year Leaders – elected to lead the year; to lead Charity Weeks; assist with assemblies; help at school run events</p> <p>Form Reps – To represent the forms and to feed into Student Council</p> <p>Student Council Student Council – representatives are chosen from each tutor group who then meet in years and as a whole school.</p> <p>Peer Mentors – apply for the role and help with Year 7 transition; match mentoring; anti bullying in the school</p> <p>Sports Leaders – Lead sporting events in lunchtime clubs at DHS or in primary schools</p>	<p>Rewards System i.e. Credits; commendations; School Awards Headteachers breakfast for student’s progress and attitude.</p> <p>Celebrating success in photos and on Year Boards around school</p> <p>ASPIRE magazine</p> <p>Assembly system – Achievement based but also through handing out certificates for Music grades; DT Awards; DofE</p> <p>Robust behaviour management - The school positive behaviour management policy enforces our expectations of tolerance and equality in a framework with clear stages and degrees of consequence. School staff, students, parents and governors support this. It allows students to achieve.</p>	<p>In The News fortnightly tutorial activity links students to a range of relevant news including democracy, human rights and scientific developments.</p> <p>House Quiz held fortnightly to build form relationships and healthy competition between Houses</p> <p>Opportunities in Sport: Regular clubs held at lunchtime and after school; high number and level os success in fixtures in all key sports eg Football, Netball, Hockey, Rugby, Cricket, Tennis, Badminton, Handball; Athletics; Cross Country. Support of individuals in sports not taught in school eg gymnastics; swimming; skiing; horsemanship; motor sports; go karting; cycle speedway</p>	<p>Importance of open communication consistently with parents/carers i.e. through Log Book; email; appointment systems; parents evenings</p> <p>Friends of Debenham High School</p> <p>Governors are actively involved in the pastoral work in the school i.e. Equalities and Safeguarding leads visiting; involvement in Faculty Reviews, including PSHE and SEND.</p> <p>Use of parental expertise in bi-annual Careers Week</p> <p>Local community : Church St. Marys Debenham - Development of a chaplaincy role with local vicar offering support in terms of practical and spiritual guidance for both staff and students; The Forge Church – links with The Base; diocese links with the cathedral eg Christingle Service January 2019; links to Matt Levett as diocesan youth lead involved in staff training re understanding the youth</p>

Year	Half Term	Theme 1 Health and Well-Being	Theme 2 Relationships	Theme 3 Living in the Wider World	Theme 4 Independent Learning/ Student Support	Spiritual	Leadership Opportunities	Generating a culture of Achievement	Enrichment/Cultural	Partnership
All		<p>Local Youth Leader at The Mix, and his colleagues act as mentors for a small number of students and visit the school for talks and workshops across the year on self-esteem, drugs awareness and moral development.</p> <p>Curriculum opportunities to explore sense of identity and wellbeing i.e. looking at perception of self, what is beauty, how to be comfortable and safe as individuals. Covered in Art, DT, Computing, RE. See SMSC grid</p> <p>Focus on physical and mental wellbeing – focus of PE at all levels; Art, DT, Drama and Music with regard to creativity and expression of emotion</p>	<p>Importance of speaking and listening. These are strategies used in all subjects but especially English, Humanities, RE, PE, Drama and Music – See SMSC grid</p> <p>Restorative approach used where appropriate to rebuild relationships peer to peer; staff to student</p>	<p>Sustainability/environmental issues are explored in the curriculum in Art; DT; Geography; RE; Science. See SMSC grid. Also through the Green Team and Eco Club as part of a whole school, student led focus</p> <p>Computer literacy and safety – taught through Computing lessons and other areas of the curriculum – see SMSC grid.</p> <p>Political literacy – Use of PSHE and subjects in the curriculum such as History and English to explore changes in politics – see SMSC grid. Whole school opportunities through assemblies, mock elections as appropriate</p> <p>Work Experience – the school remains committed to supporting Year 10 in Work Experience</p>		<p>Development of the chaplaincy role with local vicar offering support in terms of practical and spiritual guidance for both staff and students</p> <p>Assemblies – i) Christian themed assemblies for whole school weekly ii) Year Team assemblies iii) Student led assemblies iv) Weekly form activities</p> <p>Whole school assemblies include blessing for the whole community by Church leader. Service includes readings, led by students and staff. Whole school in worship</p> <p>Prayspace week – annual week of reflection for the whole school. Encourages deeper personal thinking and awareness of self.</p> <p>Active involvement in church and diocesan events eg annual carol service at St Marys; School’s Annual Cathedral Service; exhibitions in art/textiles at Church and Cathedral; textiles involvement in Christmas Tree Festival in Stowmarket</p>	<p>Language Leaders – To promote languages at DHS and in the primaries; to help lower years with homework</p> <p>Green Team – Leading the school’s plans for making DHS more environmentally friendly. Whole school – nominated and selected</p> <p>Student Life – Team self-selected as volunteers to work with Student Life re magazine production and/or Mental Health Ambassadors</p> <p>Sports’ Teams Captains</p>		<p>Opportunities in Music : Instrument lessons; musical groups to join i.e. Wind Band; Saxophone Group; Brass Group; Drum Group; Orchestra; Pop Choir Performances in Concerts and school productions as well as ad hoc groups such as performing at village fetes</p> <p>Opportunities in Drama: Drama Club for KS3; School Productions twice a year. Support for individual students who need absences to perform outside of school.</p> <p>Other opportunities : Book Mastermind; Book Quizzes; Book Club; Warhammer Club; Cup Stacking; Christian Union; Eco Club; Textiles Club</p> <p>Diversity week bi-annually: includes a range of opportunities to experience, learn and understand those from different groups. Building tolerance, broadening knowledge and experience (especially in a rural mainly WBR community).</p>	<p>Other groups: The Mix in Stowmarket with mentoring and also signposting for those needing youth activities; also providing staff INSET around managing and working with young people; Suffolk Young Carers re half termly Drop In and support for our Young Carers; for Outreach Youth for the LGBT+ community</p> <p>Other schools/educators : Working closely with pyramid schools eg through music links, sports leaders; local post 16 providers to ensure our students have a pathway - link to Pathways Evening and Taster Days in Sixth Form Centres; Teaching Schools to develop staff expertise; Partner schools eg Dutch school for curriculum visit</p> <p>Agencies to support young people : School Nursing; Early Help Team; PCSO through assembly deliverance and consultation on issues such as County Lines; eSafety</p> <p>Talk Therapist – Funded for referral only cases within school</p>

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									<p>Careers week biannually : Specific sessions aimed at building student awareness and aspiration; members of the local community come in to speak about their careers – wide range of workshops are held, including parental involvement</p> <p>Duke of Edinburgh Award : Bronze and Silver</p> <p>Trips and Visits – Wide range of curriculum trips as mapped below; Activities Days for KS3 annually; residential trips abroad eg; Germany for History; Iceland, USA and Azores for Geography; Amsterdam and Paris as well as London for Art</p> <p>Development of languages and understanding of European schools - Dutch Link with high achieving school. Students visit our school, take part in lessons and link with our students. In French – Year 8 – Assembly promoting the study of a language Year 8 – Penpals with French students</p>	

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						<p>Visitors from Christian faith leaders (Church of England and other Christian denominations) as well as those from Jewish, Buddhist, Sikh, Humanist and Muslim community.</p> <p>Belief carousel for Year 8 which included Humanism, Buddhism, Islam and Christianity during bi-annual Diversity Week</p> <p>Delivery of high quality RE – RE Gold Mark has been achieved. Spirituality is explored within Christianity and world religions and beliefs systems. Other areas of the curriculum also contribute – Art, English, Music, MFL, History – See SMSC grid</p>			<p>Year 9 Social Media Exchange – students stay within families and experience life in another country. In Spanish</p> <p>Year 10-11 - Spanish immersion trip</p> <p>World Challenge – Opportunity to volunteer and lead a community project. Need to work as a team and train for a difficult expedition</p> <p>Visitors to school : Yr 7 author visit; Yr 10 Artist visit; Yr 9 Holocaust survivor Frank Bright</p>	

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7	1	PSHE: How can I be healthy? Exploration of how to keep themselves healthy i.e. personal safety and basic health – sun safety; road safety; diet, exercise; sleep; stress management	PSHE: Transition unit at the start of the year looks at the importance of working as a learning community with respect for one another; the importance of active listening and understanding is explored in the Ground Rules lesson and the understanding of the school ethos of “treating others as you want to be treated” i.e. based on Christian teaching of loving your neighbour as you love yourself				Election of : 1.Year Leaders 2.Form Reps 3.School Council (permanent and rotating) Teaching students the importance of democratic processes and allowing those who can, to step up into leadership roles	Commendation System	Trips – St Marys Church; Colchester Zoo with Science; Yr.7 Puzzle Day in school	Opportunities to work with parents/carers : 1. Year 7 Introductory Evening – Tutors meet with the parents/carers. Expectations are set. 2. SEND Surgeries 3.Learning Together Evening (Well –being, Learning Together, E-Safety, importance of reading)
7	2	PSHE: How can I be healthy? cont	PSHE: RSE explores healthy friendships and how you develop your own personal voice but with appropriate ways of giving your opinion in different circumstances both in real life and in the virtual world.						University Visit – To set student aspiration high	Church Links: 1) Remembrance Service St. Mary’s 2) Carol Service at St Marys
7	3		PSHE : Healthy friendships cont	PSHE : Aspiration – Having Goals : Looking forward, career and goal setting (personal and work related)			Nominations for Green Team		History Field Trip to Colchester Castle	Opportunities to work with parents/carers : Yr.7 Parents Evening

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7	4			PSHE : Managing your time, talents and money	Study Skills – Teaching how to revise prior to the Year 7 Examination week					
7	5			PSHE: Britain as a diverse society covers human rights, individual liberty, racism and the diversity of Britain and how it fits into a global community.						Opportunities to work with parents/carers: SEND Surgeries
7	6							1.Achievement Assembly 2.Sports Awards 3.Celebration Evening	1. Geography Field Trip – River Gipping 2. RE Field Trip – looking at a spiritual centre - Sizewell Hall 3. Bushcraft – Residential for team building 4.Activities Days 5. Charity Week – Planning and running a Charity Week in school	
8	7	PSHE: Why is it important to like myself? Unit looking at media and self-esteem explores stereotypes and self-image and hence the feeling of self worth		PSHE: Aiming High Setting the tone for Year 8 in setting high expectations of themselves as learners and people			Election of : 1.Year Leaders 2.Form Reps 3.School Council (permanent and rotating) Teaching students the importance of democratic processes and allowing those who can, to step up into leadership roles	Commendation System	Church Links: 1)Remembrance Service St. Mary's 2) Carol Service at St Marys	Opportunities to work with parents/carers : 1)SEND Surgeries 2)Learning Together Evening (Well –being, Learning Together, E-Safety, importance of reading)

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8	8	Why is it important to like myself? Cont.	PSHE: How to manage change in relationships within a family? Looking at family values and how to cope with change within a family, including the birth of a sibling, divorce and death. Students are encouraged to reflect on their experiences.						University Visit Charity Week – Planning and running a Charity Week in school	
8	9			PSHE - Being an active and responsible citizen i..e. understanding both rights and responsibilities			Green Team – Review of membership			
8	10	PSHE: Tobacco, Drugs and Alcohol covers effects of drugs on the body and then society as well as the laws around misuse. Also more widely the effects of addiction to gambling; pornography								Opportunities to work with parents/carers: Yr.8 Parents Evening
8	11			PSHE : unit on Parliament and Government to understand how democracy works and the importance of being an active citizen	Study Skills – Explicitly teaching revision skills ready for Year 8 Exam week					Opportunities to work with parents/carers: SEND Surgeries

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8	12						Peer Mentors- Application for, interviews for a team of Peer Mentors	1.Achievement Assembly 2.Sports Awards 3.Celebration Evening	1.Small Group Farming Event 2. Geography Field Trip – Beach study at Southwold 3. RE Field Trip to Coventry - visiting Gurdwara re Sikhism and Coventry Cathedral re the importance of reconciliation 4.Curriculum Day – Team building day 5. Activity Days	
9	13	<p>PSHE: Healthy balanced lifestyle explores drugs and modern culture, self-esteem in relation to this and healthy body: healthy minds.</p> <p>PSHE : Drop Down - Whole school input on the importance of self esteem and addiction – led by Youth leaders from “The Mix”. Dave Hannah delivers as leader of Youth Work and as a member of The Forge Christian Community Church.</p>		PSHE : Options An Introduction			<p>Election of:</p> <p>1. Year Leaders 2. Form Reps 3. School Council (permanent and rotating) Teaching students the importance of democratic processes and allowing those who can, to step up into leadership roles</p> <p>4. Language Leaders – elected and working to promote languages in school and in the primary schools</p> <p>Peer Mentors – Training and actively working in the school; Anti-Bullying</p>	Commendation System	Geography Field Trip – Aldeburgh – exploring whether Aldeburgh is a Honeypot site	<p>Opportunities to work with parents/carers:</p> <p>SEND Surgeries</p>

							Ambassadors trained			
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9	14	PSHE : Being well mentally and emotionally (Cont)	PSHE : Sexual Health: how can I take care of myself (nature of relationships and consent)						Charity Week – Planning and running a Charity Week in school	Opportunities to meet with Parents/carers : Yr.9 Parents Evening
9	15			PSHE : Options - time spent talking through the mechanics and the logistics of option choices Options Interview – Each Year 9 student to be interviewed re individual option choices by SLT and HoY PSHE : Citizenship - law, Order and the legal system	PSHE : Study Skills Explicitly teaching revision skills ready for Year 8 Exam week		Green Team – reviewing membership		BT Careers Event	Opportunity to meet with Parents/carers : Yr.9 Options Evening
9	16		PSHE: Sexual Health: making the right decisions re. contraception, STI's and sexting	PSHE : Citizenship - law, Order and the legal system					1. STEM Event for Girls 2. Maths enrichment day	
9	17			PSHE : Gaining independence : Focus on finance and healthy living					History field trip to Ypres	Opportunities to work with parents/carers: SEND Surgeries
9	18						Peer Mentors – chance to apply for Year 10 Student Life – Team self-selected as volunteers to work with Student Life re magazine production and/or Mental	1. Achievement Assembly 2. Sports Awards 3. Celebration Evening	1. Enterprise Day 2. Activity Days	

							Health Ambassadors			
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Year	Half Term	Theme 1 Health and Well-Being	Theme 2 Relationships	Theme 3 Living in the Wider World	Theme 4 Independent Learning/ Student Support	Spiritual	Leadership Opportunities	Generating a culture of Achievement	Enrichment/Cultural	Partnership
10	19	PSHE: Importance of self-esteem and respecting yourself - Health and Well-being including Teenage Cancer Trust.		PSHE – Careers focus – Aiming High; Work Experience; interviews			Election of : 1.Year Leaders 2.Form Reps 3.School Council (permanent and rotating) Teaching students the importance of democratic processes and allowing those who can, to step up into leadership roles 4. Sports Leaders 5. Peer Mentors – Top up training	Debenham Award	1.Spanish residential	Opportunities to meet with Parents/Carers : 1)Yr.10 Introduction to GCSE Evening 2)SEND Surgeries
10	20	Importance of self-esteem and respecting yourself - Health and Well-being including Teenage Cancer Trust. Cont.	PSHE: Sexual Health, Parenting and Pregnancy - Staying safe in relationships explores students' personal sense of self and identity with their family, the meaning of family and their own feelings about their life goals in this regard.							
10	21		Sexual Health, Parenting and Pregnancy				Green Team Reviewing membership		Charity Week – Planning and running a Charity Week in school	Opportunities to meet with Parents/Carers : Yr.10 Parents Evening
10	22			PSHE : Challenge Prejudice and Discrimination, including radicalisation i.e. - Looks at issues such as the use of torture; radicalization and extremism	PSHE : Study Skills Explicitly teaching skills to revise; make revision materials for GCSE					

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10	23			PSHE : How to manage money in the real world						Opportunities to meet with Parents/Carers : SEND Surgeries
10	24			Work Experience – The opportunity to work and experience the demands of working life.			Head Boy/girl Prefects House Captains – Elections and interviews Student Life – Team self-selected as volunteers to work with Student Life re magazine production and/or Mental Health Ambassadors	1.Achievement Assembly 2.Sports Awards 3.Celebration Evening	1.Geography Residential Trip 2.History Residential Trip	
11	25	PSHE : Making the Right Decisions - Students are explicitly taught the importance of self-esteem as a protective factor against sexual promiscuity, substance abuse, grooming, sexual exploitation, radicalization and extremism.			Extended Project – Opportunity for most able : Extended project: students in KS4 have the opportunity to study the EPQ. The title must include an element of moral and social argument.		Election of : 1.Year Leaders 2.Form Reps 3.School Council (permanent and rotating) Teaching students the importance of democratic processes and allowing those who can, to step up into leadership roles 4. Sports Leaders 5. Head Boy/girl Prefects 6. House Captains	Debenham Award	Art Trip to London	Opportunities to meet with Parents/Carers : 1.Yr.11 Pathways Evening 2.SEND Surgeries

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11	26		PSHE – Being safe – driving; sexual health. Case study Is This Rape?		PSHE : Study Skills organisation prior to the Mock Exams					Opportunities to meet with Parents/Carers : 1.Yr.11 Parents Evening
11	27	PSHE: Study and Revision Skills including how to be well and manage stress			PSHE : Study and Revision Skills				1) Yr 11 History Workshop day in Norwich 2) Charity Week – Planning and running a Charity Week in school	
11	28									
11	29							1.Sports Awards 2.Yr 12 Celebration Evening		

Appendix 3 – RSHE Across the Curriculum

Relationships and Sex Education and Health Education at Debenham High School September 2020

The following opportunities are taken to teach about relationships and sex education in accordance with the DfE Guidance 2020:

Key Theme	Detail of content to be taught	KS3	KS4
Families	<p>Pupils should know</p> <ul style="list-style-type: none"> a) That there are different types of committed, stable relationships. b) How these relationships might contribute to human happiness and their importance for bringing up children. c) What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. d) Why marriage is an important relationship choice for many couples and why it must be freely entered into. e) The characteristics and legal status of other types of long-term relationships. f) The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. g) How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 	<p>a and b) Year 8, How do I manage growing up in a family? What is a family?</p> <p>f) English, Year 7, Roll of Thunder Hear My Call. Novel has examples of good/parenting but don't explicitly teach.</p> <p>f+g) English, Year 8, Tulip Touch. Covers child neglect and toxic friendships</p>	<p>g) Year 9 Relationships: How to make the right decisions? Ways of avoiding dangerous relationships.</p> <p>d) Human Rights Unit looking at the difference between forced and arranged marriages</p> <p>f) Year 10, Relationships: What can these lead to? How can we stay safe in relationships? What makes a good parent?</p> <p>g) Year 10, Health and Wellbeing: It's all about self respect and respect for others. Controlling and abusive relationships and where to get help.</p> <p>a+b+c+d+e+f) RE, Year 10, Relationships and families topic.</p>

Key Theme	Detail of content to be taught	KS3	KS4
Respectful relationships, including friendship	<p>Pupils should know</p> <p>a) The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>b) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>c) How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>d) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>e) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>g) What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>h) The legal rights and responsibilities regarding equality and that everyone is unique and equal. (Link with Equalities Act, 2010)</p>	<p>a+b) Year 7 How can I have healthy friendships? Characteristics of healthy friendships and relationships.</p> <p>c+d) Year 7, Why is it so good to live in a diverse society? Human rights, racism and intolerance.</p> <p>c) Year 8, Why is it so important that I like myself? Exploring stereotypes.</p> <p>d) Year 8, How to be an active and responsible citizen. Consequences of not respecting the rights of others.</p> <p>e) Year 7, How can I be safe and healthy? Making the right decisions on the internet to keep yourself safe eg. cyber bullying.</p> <p>e+h) Year 8, How to be an active and responsible citizen. Bullying as an example of discrimination and infringement of human rights. Understanding the UN declaration of Human Rights.</p> <p>a+d+e) English, Year 8, Tulip Touch. Discuss toxic friendships, loyalty, consequences of lack of respect</p> <p>a+d+e) English, Lord of the Flies, Year 8. Bullying discussed. Consequences of lack of respect</p> <p>c+d) English, Roll of Thunder Hear My Call, Year 7. Deals with segregation and racial violence. Consequences of lack of respect.</p> <p>c+d) English, Different Cultures poetry, Year 8, explicitly considers damaging stereotypes around race/religion.</p>	<p>a) Year 9 Relationships: How to make the right decisions. What is love?</p> <p>d+f+g) Year 10, Health and Wellbeing: It's all about self respect and respect for others. Respect yourself and others. Controlling and abusive relationships and where to get help.</p> <p>c+h) Year 10, Human rights: How should we challenge prejudice and discrimination? Exploring stereotypes.</p> <p>c+h) RE, Year 11, Human rights and social justice Prejudice and discrimination</p> <p>e+h) Re, Year 9, Human rights and social media</p> <p>f) RE, Year?, Crime and punishment</p> <p>h) Re, Year 10, Relationships and families topic Consent</p> <p>c) History, Year 11 (Option), Elizabethan England</p> <p>c) History, Year 11 (Option), Cold War (Soviet Control over Eastern Europe</p> <p>b+d) DT, Years 10 – 11 (option), Informally assess and discuss each other's work using a positive framework.</p> <p>h) Business, Year 10 (option), Teach 2010 Equalities Act and types of discrimination</p> <p>c+d) Year 11 Assemblies</p>

		<p>a) RE, Year 8, Coventry trip linked to reconciliation.</p> <p>c) RE, Year 8, Equality</p> <p>d) RE, Year 7, Introduction to RE Expedition of tolerance and respect in relationships</p> <p>d) Music, Year 8, Indian music centred around classical music as performed in Sikh Gurudwaras and Hindu temples</p> <p>c) History, Year 7, Islamic world/Crusades</p> <p>c+d) History, Year 9, Black experience of USA and the French Revolution</p> <p>e) Computing, Year 8 & 9 Cyberbullying.</p> <p>b+d) DT, Years 7 – 9, Informally assess and discuss each other’s work using a positive framework.</p> <p>a+b+c+d+e) Year 7 Assemblies</p> <p>a+d+e) Year 8 Assemblies</p>	
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Key Theme	Detail of content to be taught	KS3	KS4
<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. b) About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. c) Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. d) What to do and where to get support to report material or manage issues online. e) The impact of viewing harmful content. f) That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. g) That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. h) How information and data is generated, collected, shared and used online. 	<p>b+c) Year 8, Why is it so important that I like myself? Understanding of the potential harmful effects of the media.</p> <p>e) History, Year 8, Marian Executions</p> <p>a+b+c+d+e+f) Computing, Years 7 – 9</p> <p>a) Year 8 Assemblies</p> <p>a+b+c+d+e+f+g+h) Year 9 Assemblies</p>	<p>b+c+d) Year 9 Relationships: How to make the right decisions. Understanding the consequences of sending a sext, including legal.</p> <p>a+b+c+d) Year 10, Health and Wellbeing: It’s all about self respect and respect for others. How online behaviour can put you at risk.</p> <p>h) Computing, Year 10, COMP1</p> <p>a+b+c+d+e+f+g+h) Year 11 Assemblies</p>

Key Theme	Detail of content to be taught	KS3	KS4
Being Safe	Pupils should know <ul style="list-style-type: none"> a) The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. b) How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). 		a+b) Year 9 Relationships: How to make the right decisions and looking at sexual health Key facts on sex and the law What is meant by consent? a) Human Rights unit 3 – Looking at GGM, Forced marriage, honour based violence a+b) RE, Year 10, Relationships and families topic b) English, Year 10, An Inspector Calls. Very briefly considers sexual consent

Key Theme	Detail of content to be taught	KS3	KS4
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> a) How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. b) That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. c) The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. e) That they have a choice to delay sex or to enjoy intimacy without sex. f) The facts about the full range of contraceptive choices, efficacy and options available. g) The facts around pregnancy including miscarriage. h) That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). i) How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. j) About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. k) How the use of alcohol and drugs can lead to risky sexual behaviour. l) How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment 	<p>d) Year 7 How can I have healthy friendships? Strategies for resisting peer pressure.</p> <p>J+k) Science, Year 8, Health Unit</p> <p>c) Year 7, Separate puberty assemblies for girls and boys</p>	<p>a+d+k) Year 9 Relationships: How to make the right decisions. Explore attitudes and values related to sex and relationships. Identify factors that may pressurise people into having sex.</p> <p>f+i+j+l) Year 9 Sexual health: How can I take care of myself? Describe and investigate main forms of contraception. Risks of unprotected sex, exploring different STIs. Where to get help and advice.</p> <p>c+g+h+l) Year 10, Relationships: What can these lead to? How can we stay safe in relationships? Facts about pregnancy and options surrounding it; fertility; miscarriage; stages in life puberty, menopause and effects on fertility</p> <p>b+k+l) Year 10, Health and Wellbeing: It's all about self respect and respect for others. Controlling and abusive relationships and where to get help</p> <p>a) English, An Inspector Calls explores ideas around intimate relationships which we discuss but not systematically</p> <p>a) English, Year 11, Romeo & Juliet. explores ideas around intimate relationships which we discuss but not systematically</p> <p>a+b+d+e+f) RE, Year 10, Relationships and families topic</p> <p>i) Science, Year 11, Unit 5 Biology (option)</p>

The following opportunities are taken to teach about health education in accordance with the DfE Guidance 2020:

Key Theme	Detail of content to be taught	KS3	KS4
Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> a) How to talk about their emotions accurately and sensitively, using appropriate vocabulary. b) That happiness is linked to being connected to others. c) How to recognise the early signs of mental wellbeing concerns. d) Common types of mental ill health (e.g. anxiety and depression). e) How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. f) The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	<p>a+c+d) Year 8, Why is it so important that I like myself? Recognising signs of mental illness in others and eating disorders.</p> <p>f) Year 7, How can I be safe and healthy? Importance of being active.</p> <p>a) English, explores the emotional life of characters, inviting students to explore different emotional experiences in an empathetic way</p> <p>a+b+e+f) RE, Year 9, Who am I?</p> <p>b+f) Music, All Year groups. Importance of group work/ensemble performance in musical groups.</p> <p>a) DT, Years 7 – 9, encouraged to use personal ideas and themes in their projects and describe how art work makes them feel.</p> <p>a+b+c+d) Year 7 assemblies</p> <p>c+d+f) Year 8 Assemblies</p> <p>a+b+c+d+e+f) Year 9 Assemblies</p>	<p>b+c+d+e+f) Year 9 Making the right decisions: Looking after my body and mind. Identify aspects of our physical and mental wellbeing. Recognising the signs of depression etc</p> <p>b+f) Music, All Year groups. Importance of group work/ensemble performance in musical groups</p> <p>e) History, Year 10 (option), Western front (shellshock)</p> <p>a) DT, Years 10 – 11 (option) encouraged to use personal ideas and themes in their projects and describe how art work makes them feel.</p> <p>d) Year 11 Assemblies</p>
Key Theme	Detail of content to be taught	KS3	KS4
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> a) The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. b) How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 	<p>a+b) Year 8, Why is it so important that I like myself? Investigation into self esteem and media representation linking to body image. Understanding of the potential harmful effects of the media.</p> <p>a) Year 8, How can I be safe and healthy? Case study of addiction to gambling.</p> <p>b) Year 7, How can I be safe and healthy? Making the right decisions on the internet to keep yourself safe eg. cyber bullying.</p>	<p>a+b) Year10, Health and Wellbeing: It's all about self respect and respect for others. Identify actions that put us at risk on line.</p> <p>a+b) Year 11 Assemblies</p>

		a+b) Computing, Years 7 - 9 b) Year 8 Assemblies a+b) Year 9 Assemblies	
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Key Theme	Detail of content to be taught	KS3	KS4
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> a) The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. b) The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. c) About the science relating to blood, organ and stem cell donation. 	<p>a) Year 7, How can I be safe and healthy? Importance of stress management.</p> <p>b) Year 8, Why is it so important that I like myself? Investigation into self esteem.</p> <p>a) Music, All Year groups. Importance of group work/ensemble performance in musical groups</p> <p>b) DT, Year 7-9, Food</p> <p>b) Science, Year 8, Health topic</p> <p>c) Science, Year 7, Cells Unit</p> <p>a) Year 8 Assemblies</p> <p>a) Year 9, Form Challenge activities</p>	<p>a) Music, All Year groups. Importance of group work/ensemble performance in musical groups</p> <p>a) DT, Year 10-11, Food and nutrition</p> <p>b) Science, Year 11, Unit 5 Biology (option)</p> <p>c) Science, Year 11, Unit 3 Biology</p> <p>Year 9 – Drop Down morning looking at medical choices including blood and organ donation</p>

Key Theme	Detail of content to be taught	KS3	KS4
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> a) How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	<p>a) Year 7, How can I be safe and healthy? Importance of balanced diet and being health eg oral hygiene and sleep routine</p> <p>a) DT, Year 7-9, Food</p> <p>a) Year 9 Assemblies</p>	<p>a) DT, Year 10-11, Food and nutrition</p> <p>a) Year10 Teenage cancer trust lesson in Unit 1</p>

Key Theme	Detail of content to be taught	KS3	KS4
Drugs, tobacco and alcohol	<p>Pupils should know</p> <ul style="list-style-type: none"> a) The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. b) The law relating to the supply and possession of illegal substances. c) The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. d) The physical and psychological consequences of addiction, including alcohol dependency. e) Awareness of the dangers of drugs which are prescribed but still present serious health risks. f) The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	<p>a+b+c+d+e+f) Year 8, How can I be safe and healthy? What is meant by drug? Investigation into the law surrounding drugs. What does a drug addict look like? What makes people prone to addiction.</p> <p>a+c+f) History, Year 8, Cromwell</p> <p>f) Science, Year 8, Health topic</p> <p>a+b) Year 9, The Mix Session</p>	<p>a+b) Year 9 Making the right decisions: Looking after my body and mind. Consequences of taking and dealing drugs.</p> <p>c+d) Year10, Health and Wellbeing: It's all about self respect and respect for others.</p> <p>c) Science, Unit 2 Physics, Driving hazards</p> <p>f) Science, Unit 2 Biology, Driving hazards</p>

Key Theme	Detail of content to be taught	KS3	KS4
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> a) About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. b) About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. c) (Late secondary) The benefits of regular self-examination and screening. d) The facts and science relating to immunisation and vaccination. e) The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	<p>e) Year 7, How can I be safe and healthy? Importance of good quality sleep; oral hygiene</p> <p>a+d) Science, Year 8, Health topic</p> <p>e) Year 8 Assemblies</p>	<p>a+d) History, Year 10 (option), Medicine</p> <p>a+d) Science, Year 11, Unit 5 Biology (option)</p> <p>Year 11 Assemblies</p> <p>c)Year 10 Unit 1 on respecting yourself and others – including a lesson on breast and testicle screening d)Year 11 included in Drop Down PSHE provision, including the Revision Carousel in Term 2</p>

Key Theme	Detail of content to be taught	KS3	KS4
Basic First Aid	<p>Pupils should know</p> <ul style="list-style-type: none"> a) Basic treatment for common injuries. b) Life-saving skills, including how to administer CPR. c) The purpose of defibrillators and when one might be needed. 	<p>Year 7 CPR Training</p> <p>A,b,c) First Aid lessons for Year 7 in Unit 2</p>	

Key Theme	Detail of content to be taught	KS3	KS4
Changing adolescent body	Pupils should know <ul style="list-style-type: none"> a) Key facts about puberty, the changing adolescent body and menstrual wellbeing. b) The main changes which take place in males and females, and the implications for emotional and physical health. 	a+b) Year 7 How can I have healthy friendships? Identifying changes that people go through during puberty. b) Year 8, Why is it so important that I like myself? Investigation into self esteem. a+b) Science, Year 7, Reproduction Unit a+b) Year 7, Separate puberty assemblies for girls and boys	