

# LEARNING FOR LIFE AT OMA

**Our vision:** By the time they leave year 11, our pupils will be able to make informed decisions regarding their own health (including sexual health) and personal well-being whilst having regard for the wellbeing and rights of others.

The programme of study for PSHEE covers years 7 to 11 and is based on three core themes drawn from the PSHE Association Programme of Study:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The programme is designed to meet the needs of our students and fulfil the DfE Statutory Guidance for Relationships and Sex Education and Health Education. Our curriculum is based around enquiry questions and topics which feed into them.

## **Year 7 programme:**

### **Enquiry question one: What are positive relationships?**

The content covered in this enquiry is:

- Transition: How is life different as a secondary student? (Setting ground rules for PSHE)
- What is my identity? (Personal beliefs and values)
- What are the different types of family, and does it matter what kind of family I come from?
- What makes a good friendship?
- How do we define a community? - Social action and enrichment.
- What is bullying and how can we prevent it?
- How can we keep myself safe in relationships?

### **Enquiry question two: How do I stay safe?**

The content covered in this enquiry is:

- What is risk?
- How do I keep myself safe on the roads?
- How do I keep myself safe near the railway?
- How do I keep myself safe in or by the water?
- How do I stay safe online?
- How much screen time is too much? And why does it matter?

### **Enquiry question three: How do I stay Healthy?**

The content covered in this enquiry is:

- Why is good quality sleep vital for our health and wellbeing?
- What are the benefits of good dental hygiene?
- How do I recognise and talk about my emotions?

### **Enquiry question four: what does being British mean?**

The content covered in this enquiry is:

- What are British Values?
- What does it mean to be a British Citizen?
- What is a multicultural society?
- What are the origins of British Democracy?
- How do we make laws in the UK? And what happens when someone breaks the law?

## **Year 8 programme**

### **Enquiry question one: What are drugs? And how do I keep myself safe?**

The content covered in this enquiry is:

- What are drugs?
- What are the risks and effects of caffeine consumption?
- What are the risks and effects of vaping and tobacco use?
- What are the risks and consequences of alcohol use?

### **Enquiry question two: How do I save a life?**

The content covered in this enquiry is:

- How do I treat basic injuries?
- How do I save a life?
- What are defibrillators and when would I use one?

### **Enquiry question three: How do I identify and combat discrimination?**

The content covered in this enquiry is:

- How are human rights defined?
- What are prejudice, discrimination and stereotyping?
- What is racism?
- How do I be a champion for disability?
- How do I be an LGBTQ+ ally?
- How can I be tolerant of all religious faith?

### **Enquiry question four: How do I protect myself from exploitation?**

The content covered in this enquiry is:

- Gangs' case study: How do I manage risks and stay safe?
- How do I stay knife free?
- What are county lines?
- What is radicalisation?
- What is sexting and how can I keep myself safe?
- How can I protect myself from harmful content online?

## **Year 9 programme (catch up from year 8 highlighted in red)**

### **Enquiry question one: What are drugs? And how do I keep myself safe?**

The content covered in this enquiry is:

- What are drugs?
- What are the risks and effects of caffeine consumption?
- What are the risks and effects of vaping and tobacco use?
- What are the risks and consequences of alcohol use?

### **Enquiry question two: How do I save a life?**

The content covered in this enquiry is:

- How do I treat basic injuries?
- How do I save a life?
- What are defibrillators and when would I use one?

### **Enquiry question three: How do I keep healthy and safe in relationships and sex?**

The content covered in this enquiry is:

- What are the characteristics of a healthy intimate relationship?
- What is sexuality?
- What are the facts and laws about sex?
- What behaviour in relationships is against the law?
- How can I identify and manage sexual pressure in a relationship?
- How can I communicate and recognise consent?
- Why do people choose to get married or have a civil partnership?
- What are STIs and how can I protect myself?
- What are the range of contraceptives and choices?
- Pregnancy: What are the facts and what are my choices?

### **Enquiry question four: How do I make the best GCSE choices for me?**

The content covered in this enquiry is:

- Guidance on careers and GCSE options

### **Enquiry Question five: How do I have positive mental wellbeing?**

The content covered in this enquiry is:

- What is emotional and mental health?
- How do I recognise depression, anxiety and stress?
- How can I manage my anger and aggression?
- How can I take action to maintain positive mental health?

## **Year 10 programme**

Enquiry Question one: How do I manage my finances?

Content covered in this enquiry:

- Spending vs saving
- How do I budget?
- Is it ever ok to borrow money?
- How do I open a bank account?
- How does income tax and national insurance work?
- How do loans and credit cards work?
- How can I protect myself from financial risk?
- How can I understand fraud?
- Gambling: How can we manage risk?
- Gambling: How can we manage impulses and influences to gamble?

Enquiry Question two: How can I recognise abusive and coercive relationships?

- What are the differences between a healthy and unhealthy relationship?
- 'Snagged' – covering themes including County Lines, gangs and grooming
- How does the law define sexual harassment, sexual assault and rape?
- What are the potential impacts of image sharing and viewing pornography?
- What is honour based abuse?
- What is forced marriage?
- What is FGM?
- What is the law and how can you protect yourself from abusive relationships and potential harm?

## **Year 11 programme**

Enquiry Question One: what are my options and next steps after my GCSEs?

- Careers Education & Guidance: Post-16 Focus

Enquiry Question Two: How do I make the best decisions for my physical health?

- What services can I access to help me stay physically and emotionally healthy?
- How can I have a balanced approach to the time I spend online and what I see, do and admire on social media?
- What is blood and organ donation?
- What is cancer?
- How do I recognise the symptoms of sepsis and meningitis? And what should I do if I think someone has contracted them?
- What are the facts about reproductive health and fertility?
- What help and support are there for fertility issues?
- How do I have a healthy pregnancy?
- What the roles and responsibilities of becoming a parent?

## **Safe practices in the delivery of PSHE:**

The following guidance is adhered to by our tutor delivery team:

- Read the session through before delivery in order to be prepared for the delivery of challenging content
- The aim is to create a safe Teaching and Learning Environment

3 Points to remember

- Establish ground rules for discussion
- Distance the learning – no personal examples
- Encourage questions (and allow for anonymous questions)

For additional expert support in answering students' questions, refer to Sam Herridge – Child Protection Officer, Claire Gilby – Student Welfare Officer, or Joanne Gourlay – Learning for Life (PSHE) Coordinator

- The content of PSHE sessions can lead to student disclosures. If staff have concerns about a young person, they will follow our usual safeguarding procedures.
- Claire Gilby – our Welfare Officer - is available for staff as well as student support.

## **How do we ensure quality of provision?**

- Full provision of curriculum materials ensures consistency of content delivery.
- Tutor training is given prior to delivery of Sex and Relationship Education modules. Individual advice and support is also available.
- Tutor time is included on the quality assurance calendar and observed by SLT and Progress Leaders.

## **Safeguarding link**

- The PSHE curriculum raises student awareness of safeguarding issues by mirroring Children's Services Team Safeguarding briefings delivered to staff.
- Taken together, the whole academy community is enabled to act on safeguarding issues.