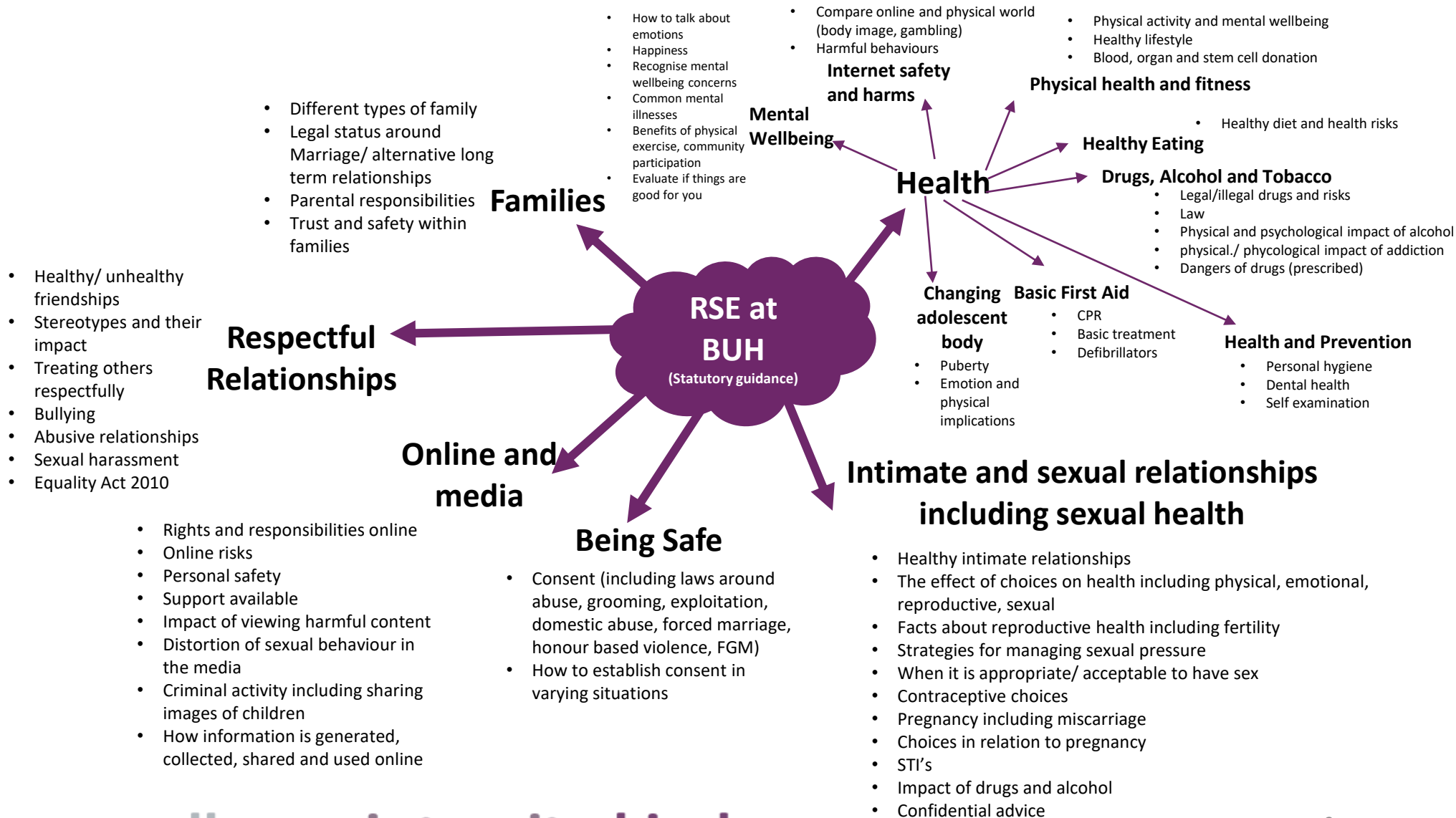


RSE & Health at BUH

Relationships and Sex Education and Health Education

Statutory guidance





Health and wellbeing









Living in the wider world









Sex and Relationships







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Term 1: PSHCE at BUH  <p>Students will be introduced to the key PSHE topics that will form the basis of PSHE, based on identified school priorities (safeguarding, local issues) within the school community including Protected characteristics, Peer on peer abuse and Mental health.</p>	Term 2: Because I'm worth it  <p>Students will understand the significance of self-worth, the impact of low self worth and how self worth can be improved. students will explore romance and friendships (including online) and relationship boundaries.</p>	Term 3: Desert Island Living  <p>This unit explores governance and finance by giving students the opportunity to run their own world taking into account all decisions including how the country is governed, the nature of financial decisions that are made and sensible financial choices.</p>
Term 4: My Body My Rules  <p>Students will explore healthy routines, how to be healthy and various influences on health. There will be the opportunity to build upon prior learning around puberty and personal hygiene. students will also explore unwanted contact and FGM</p>	Term 5: Careers unifrog  <p>Students will explore various career options based on pioneers in various fields. They will reflect upon their own interests and hobbies and explore the careers associated with these. Students will examine the role of motivation and set themselves goals which will support them on their journey towards this career.</p>	Term 6: We all come from somewhere  <p>Living in Bradford, students are subject diversity in a variety of forms particularly linked to culture as a result of migration. They will reflect on significant stories around them, link to prejudice and bullying and understand what we can do to prevent this and celebrate diversity. Link to South Asian Heritage Month</p>

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Term 1: PSHCE at BUH  <p>Students will be introduced to the key PSHE topics that will form the basis of PSHE, based on identified school priorities (safeguarding, local issues) within the school community including Protected characteristics, Peer on peer abuse and Mental health.</p>	Term 2: Can I trust the internet?  <p>This e-safety unit is based on the BeetFreekz 'Be internet Citizens' unit of work. students will explore online safety, digital literacy, media reliability, and gambling hooks</p>	Term 3: Legal or Illegal?  <p>Students will learn about alcohol and drugs, exploring the effects of these, how these can be misused, particularly looking at the pressures relating to drug use.</p>
Term 4: RESPECT  <p>Students will explore discrimination including racism, Gender identity, sexual orientation, consent, 'sexting', and an will have an introduction to contraception. Delivered via the Selfie Programme</p>	Term 5: Equal Opportunity? unifrog  <p>Students will explore the equality of opportunity in careers and life choices, and learn about different types and patterns of work. Students will complete an in depth study of local businesses allowing them to see the opportunities available in their local community</p>	Term 6: 'I'm Fine'  <p>This unit gives students the opportunity to understand various attitudes to mental health and emotional wellbeing, including body image. Students will reflect upon healthy and unhealthy coping strategies</p>

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Term 1: PSHCE at BUH  <p>Students will be introduced to the key PSHE topics that will form the basis of PSHE, based on identified school priorities (safeguarding, local issues) within the school community including Protected characteristics, Peer on peer abuse and Mental health.</p>	Term 2: Healthy Lifestyle  <p>This unit gives students the opportunity to explore how to have a healthy lifestyle focusing on Diet, exercise, lifestyle balance and healthy choices</p>	Term 3: Options and employability skills unifrog  <p>Students will explore their employability skills and link these to career opportunities available to them. Students will prepare for GCSE choices by researching requirements for specific roles and their suitability for these.</p>
Term 4: Under the influence  <p>Students will reflect upon peer influence and the effect of substance use and gangs. Students will explore healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	Term 5: My Bradford My Problem  <p>Students reflect on what it means to be a community and the community around them. This social action unit requires students to identify issues in the local community and work on ways to improve this</p>	Term 6: UR CHOICE  <p>This unit explores healthy relationships including respectful relationships with family and parents. They will explore the fundamentals of intimate relationships including the concepts of love, commitment, relationship stages. Students will be introduced to teenage relationship abuse and contraception. Delivered in PSHE by Step 2</p>



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Term 1: PSHCE at BUH <i>Does religion have a place in PSHCE?</i> 	Term 2: Am I under the influence? <i>Does religious scripture influence a teenage of faith today?</i> 	Term 3: Mind over matter <i>Does religion help or hinder mental health?</i> 
Students will be introduced to the key PSHCE topics that will form the basis of PSHCE, based on identified school priorities (safeguarding, local issues) within the school community including Protected characteristics, Peer on peer abuse and Mental health.	Students will explore the influence and impact of drugs, gangs, role models and the media.	This unit looks at Mental health, providing students with strategies to identify mental health, reframe negative thinking and promote emotional wellbeing. students will also explore the effect mental health can have on an individual
Term 4: The left, extremist, fascists and me <i>Islam promotes terrorism?</i> 	Term 5: Careers in West Yorkshire <i>Does religion have a role in the wider world?</i> 	Term 6: UR CHOICE <i>Religious teachings about relationships are outdated?</i> 
This unit addresses extremism and radicalisation. Students will explore communities, belonging and challenging extremism	This careers unit explores opportunities specific to West Yorkshire, particularly Bradford and surrounding areas to give students realistic ideas and expectations about the opportunities available to them. This will also include economic education looking at lifestyle affordability	Students will explore relationships and sex expectations, sexual bullying, contraception, sexual health and pregnancy Delivered in PSHCE by Step 2

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Term 1: PSHCE at BUH <i>Does religion have a place in PSHCE?</i> 	Term 2: Planning for the future <i>How do I make important choices?</i> 	Term 3: RESPECT <i>Religion and contemporary society are outdated?</i> 
Students will be introduced to the key PSHCE topics that will form the basis of PSHCE, based on identified school priorities (safeguarding, local issues) within the school community including Protected characteristics, Peer on peer abuse and Mental health.	Students will explore the options available to them following their GCSE's including Apprenticeships, Sixth form and College. Students will also look at how they will be more independent including money and time management	Students will explore relationships including personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. Students will also have the opportunity to reflect upon parental responsibilities, pregnancy, and marriage
Term 4: Social Justice <i>Can we ever achieve Peace?</i> 	Term 5: Exam revision <i>Does faith provide hope?</i> 	
Students will explore local, national and international events and understand the need for social justice and the impact that this has on the lives of others. Students will reflect upon current issues and identify ways in which they too can make a difference	Students will have the opportunity to develop their self efficacy and implement strategies to support effective mental health and revision in the run up to the their examinations	

We use the Ur choice RSE programme. Ur Choice is an inclusive, comprehensive resource that has supported RSE teaching in Bradford for many years. The programme has been updated in line with the Department for Education's Statutory Guidance on Relationships, Sex and Health Education. It covers all the mandatory relationships and sex education outcomes as well as the health education outcomes relating to puberty.



Ur Choice Programme

Session	Learning Objectives	Statutory Curriculum Links*
Year 7 Session 1 Identity and Values	Understand what makes up a person's identity and describe your own identity Identify and list your personal values Analyse the factors that influence our values	R7, R11; R15
Year 7 Session 2 Friendship	Decide what makes a good friend Identify what makes a friendship unhealthy Give advice about friendship problems	R7; R8; R9; R12; R16; R18
Year 7 Session 3 Boundaries and Assertiveness	Identify relationship boundaries and explain why they are important Explain why being assertive is seen as preferable to being passive or aggressive Practice some assertiveness skills to enforce your boundaries	R7; R8; R9; R11; R12;
Year 7 Session 4 Staying Safe	Match names to definitions of different types of abusive behaviour Recognise the characteristics of a safe relationship Know where to get help for yourself or someone else	R3; R4; R7; R8; R9; R11; R13; R22; R24;
Year 7 Session 5 Puberty	Identify key bodily changes that occur during puberty Recognise and label the parts of the body that make up the reproductive system Dispel some common myths about puberty	H27; H28
Year 8 Session 1 Gender Stereotypes	List some gender expectations and stereotypes Identify the problems caused by gender stereotyping Propose solutions for some of the problems caused by gender stereotyping	R9; R10; R11; R15
Year 8 Session 2 Sexuality and Gender Identity	Explain the difference between sex, sexual orientation and gender identity Match words and definitions related to sexuality and gender identity Discuss your views on some statements relating to sexuality and gender identity	R1; R10; R11; R12; R15
Year 8 Session 3 Peer Pressure and Everyday Consent	Explain what peer pressure is and how it makes people feel Practice techniques for resisting peer pressure Discuss the meaning of everyday consent	R8; R9; R11; R12; R23
Year 8 Session 4 Staying Safe	Recognise relationships warning signs, in person and online Devise strategies for staying safe Know where to get help for yourself or someone else	R7; R8; R9; R11; R12; R13; R14; R16; R17; R18; R19; R20; R21; R22; R23; R24;
Year 8 Session 5 Puberty	Describe the physical and emotional changes that occur during puberty Find out about three different menstrual products Identify ways of managing the changes that occur during puberty	H27; H28

Year 9 Session 1 Love is...	Consider some features of healthy and unhealthy relationships Identify how you want to be treated in a relationship Explain sexual consent	R8; R9; R10; R11; R12; R14; R15; R22; R23; R24
Year 9 Session 2 Commitment	Describe the options available to people who wish to make a long term commitment Explain the difference between consensual and forced marriage Advise someone at risk of forced marriage how to get help	R1; R2; R3; R4; R5; R7; R13; R15
Year 9 Session 3 Building Blocks	Place in order the different stages of building an intimate relationship Recognise that all relationships are different and must be right for the individuals involved Advise a young person in the early stages of a relationship	R1; R2; R3; R4; R5; R24; R25; R27
Year 9 Session 4 Teenage Relationship Abuse	Recognise relationship abuse and rape Devise healthy and respectful ways to resolve conflict in a relationship Describe the effect that abuse has on the victim	R7; R9; R13; R14; R22; R23; R24;
Year 9 Session 5 Introducing Contraception	Differentiate between myths and reality about contraception, sex and pregnancy Name 5 methods of contraception and identify their benefits and limitations Recognise the responsibilities of parenthood	R6; R25; R26; R27; R28; R29; R33
Year 10 Session 1 Pornography	Define pornography Differentiate between what happens in pornography and what happens in real life Explain why pornography can be harmful	R16; R17; R18; R19; R20; R21; R22; R23; R24
Year 10 Session 2 Sexual Bullying and Harassment	Identify sexual bullying and harassment Discuss attitudes towards harassment and the use of sexual images Consider the effects of sexual bullying on the victim	R8; R9; R10; R11; R12; R13; R14; R15; R16; R17; R18; R19; R20; R21; R22; R23
Year 10 Session 3 Contraception	Investigate 10 forms of contraception and analyse their appropriateness for young people Explain why someone might have sex before they are ready Watch a condom demonstration	R22; R23; R24; R25; R26; R27; R28; R32; R33
Year 10 Session 4 Sexual Health	Explain why people sometimes have unprotected sex Outline the symptoms, transmission methods, treatment and prevention of HIV and chlamydia Name 4 other STIs and know when and how to access sexual health services	R22; R23; R24; R25; R26; R27; R28; R31; R33
Year 10 Session 5 Pregnancy	Describe the feelings associated with being pregnant List the signs of early pregnancy Analyse the choices around pregnancy and abortion	R1; R2; R6; R29; R30; R33

Step 2

- In years 9 and 10 the Ur Choice programme is delivered by Step 2.
- Step 2 have been awarded a contract by Bradford Council to support schools with the delivery and implementation of the statutory RSE curriculum.
- This means students will receive RSE by subject specialists so receive accurate information
- We have worked with Step 2 for a number of years. The staff are understanding and respectful of our students and their backgrounds



The RSE framework doesn't take account of our faith

- In accordance with government guidelines, the RSE curriculum has been designed with consideration from different religious and non-religious perspectives to ensure a balanced point of view is presented with a clear emphasis on respect and tolerance for all.
- RSE does not 'promote' sex before marriage, rather it educates students about safe and healthy relationships.
- Nor does RSE 'promote' LGBT+, it educates students on the fact that there are different types of committed, stable relationships.
- These subjects are designed to foster respect for others and educate students about healthy relationships in the context of the law.
- The RSE curriculum teaches how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might encourage prejudice).
- In addition, students are taught that within our 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.

My child will be taught about LGBT+ relationships

All students will be educated about different relationship types, reflective of community around us. We believe that our students deserve to learn about a world which reflects the one in which they are growing up, reflective of their interactions both online and in person. We aim to educate our students to be respectful of all and treat others in the way they would expect to be treated

I can withdraw my child from RSE

As per the guidance, there is no right to withdraw from Relationships Education secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught so they can go on to lead healthy lives.

The guidance states that parents have the right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science)

Advice on how to withdraw your child from the sex education elements of RSE can be found in the policy.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

My child will be made to watch pornography

Children will not be made to watch any thing that they would legally not be allowed to watch.

Our lessons are based around education, educating our students in an age related, respectful manner so they go on to make healthy decisions. We do not believe in using 'shock tactics'.

Pornography is a feature of the year 10 scheme of work however this is about addressing misconceptions within pornographic material specifically around the realistic expectations of relationships. The resources are available upon request

Parent Feedback form

Please complete the form on the link below to show you have read the policy and register your feedback

<https://forms.office.com/e/t5zcpp1zGD>

Parent Feedback form

Name of Student:
Year:

Parent Name:
Contact details:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have a clearer understanding of the RSE statutory guidance				
I am aware of the topics that will be covered during RSE				
I understand and agree with the content of the RSE policy				
Are there any changes/ additions you think should be made to the RSE policy or the curriculum. (add below if so)				
As a parent, do you feel you have enough information or guidance to support conversations with your child?				
Any additional comments				

Would you be interested in joining a parent forum where we would share ideas, views, concerns and work together to for positive change?

Yes

No