

## RSHE and PDS at Dixons McMillan

- Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic Education (PSHE) is delivered to all students during their PDS (Personal Development Sessions) and Head of Year assemblies throughout the academic year and are linked to three key themes: Relationships, Physical Health, and Mental Wellbeing
- The DfE outline that the aim of RSHE is “to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.”
- The RSHE sessions are delivered by advisors, Heads of Year, SLT or visiting speakers. Assemblies also support the key RSHE themes and are delivered to whole year groups by a member of the pastoral team, a visiting speaker or an SLT member. The curriculum is sequentially planned with the end in mind and all resources are quality assured by SLT
- Our RSHE Curriculum is planned to meet the needs of all students including those with SEND
- Our RSHE Curriculum is compliant with the guidance outlined in The Equality Act 2010; and is reviewed and approved on a yearly basis by the Local Governing Body
- Parents have the right to withdraw their child from certain aspects of the RSHE Curriculum. If you would like to discuss this or if you like more information about our RSHE Curriculum, please email Mrs Wilby, Senior Vice Principal, at [kwilby@dixonsma.com](mailto:kwilby@dixonsma.com)
- The table on the next page outlines the plan for each year group as per the new guidance from the DfE
- Our curriculum is planned to ensure that it is compliant with all aspects of the new DfE Relationships Education, Relationships and Sex Education and Health Education guidance. Please see more information at this link: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



## RSHE and PDS – Curriculum Overview

	Knowledge, Skills and Understanding to be Gained at Each Stage		
	<b>Cycle 1 : Living in the Wider World and Employability Skills</b>	<b>Cycle 2: Mental Wellbeing and Maintaining a Healthy Lifestyle.</b>	<b>Cycle 3: Relationships and sex education.</b>
<b>Year 7</b>	<b>Transition &amp; Citizenship</b> <ul style="list-style-type: none"> <li>Transition to secondary school,</li> <li>human rights and equal rights</li> <li>stereotypes</li> <li>Radicalisation and extremism</li> </ul>	<b>Relationships and developing good mental wellbeing</b> <ul style="list-style-type: none"> <li>Influences on health, risks of smoking</li> <li>anti-social behaviour</li> <li>healthy routines; exercise, healthy eating, importance of sleep</li> </ul>	<b>Building relationships</b> <ul style="list-style-type: none"> <li>Maintain positive relationships, boundaries and peer pressure, self-worth, inappropriate online behaviour</li> <li>puberty: physical changes, dealing with loss</li> </ul>
<b>Year 8</b>	<b>Employability and Citizenship</b> <ul style="list-style-type: none"> <li>Looking at the job market, volunteering.</li> <li>democracy and elections</li> <li>elections, legal system, refugees and modern day slavery, looking after the environment</li> </ul>	<b>Emotional wellbeing</b> <ul style="list-style-type: none"> <li>Mental health, emotional wellbeing, body image and stereotypes, coping with changes, refraining from negative thinking</li> <li>Healthy habits, eat sleep and exercise</li> </ul>	<b>Identity &amp; relationships</b> <ul style="list-style-type: none"> <li>Exploring identities, Respecting identities, Abusive behaviours, and Puberty emotional changes, changing relationships.</li> <li>Grooming, the law: sharing nude images</li> </ul>
<b>Year 9</b>	<b>Workplace and Citizenship</b> <ul style="list-style-type: none"> <li>Types of workplaces, work experience, Introduction to KS4 options.</li> <li>Community cohesion, influences and responding to fake news</li> </ul>	<b>Building positive self-image and resilience</b> <ul style="list-style-type: none"> <li>Anti-social behaviour, peer pressure, Digital resilience, media influence gangs and organized crime</li> <li>Diet, exercise, lifestyle balance, healthy choices, vaping and smoking, first aid</li> </ul>	<b>Intimate Relationships</b> <ul style="list-style-type: none"> <li>Healthy committed relationships, consent, unhealthy relationships</li> <li>sexual health: STIs</li> <li>honour based violence: forced marriage and FGM, pleasure and intimacy</li> </ul>
<b>Year 10</b>	<b>Active Citizenship</b> <ul style="list-style-type: none"> <li>Managing money, Financial risk</li> <li>Workplace health and safety and diversity</li> <li>The constitution and power, voting</li> <li>The law: Radicalisation and extremism responding to fake news.</li> </ul>	<b>Positive and negative life choices</b> <ul style="list-style-type: none"> <li>Drug use and Addiction, cannabis, vaping</li> <li>Addressing extremism and radicalisation</li> <li>Community cohesion and challenging extremism, County lines, knife crime</li> </ul>	<b>Building relationships</b> <ul style="list-style-type: none"> <li>Communication in relationships, consent in maturing relationships.</li> <li>Online relationships, Media and relationships: pornography</li> <li>Sexual health: contraception, Unintended pregnancy</li> <li>Relationships &amp; sex expectations, myths, pleasure &amp; challenges, porn &amp; the media</li> </ul>
<b>Year 11</b>	<b>Building for the future and Citizenship</b> <ul style="list-style-type: none"> <li>Learning habits = transferable skills, Understanding CV, writing a CV, Interview skills</li> <li>Money management</li> <li>Developing a professional identity online, the law and online presence</li> </ul>	<b>Developing a healthy mind</b> <ul style="list-style-type: none"> <li>Work life balance ,Exam stress, Basic first aid</li> <li>Organ and blood donation, Cancer</li> <li>Maturing body</li> <li>Healthy routines, influences on health, Mental health and stigma</li> </ul>	<b>Building relationships</b> <ul style="list-style-type: none"> <li>Self-worth, romance &amp; friendships (including online), relationship boundaries</li> <li>Self-efficiency, stress management and future opportunities</li> <li>Assertive communication</li> </ul>

