

RHSE 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 Studies) lessons and Head of Year assemblies throughout the academic year and are linked to three key themes: Relationships, Physical Health/Wellbeing and Living in The Wider World
- 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. 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;
- The Curriculum Overview below outlines the topics that will be covered as per the guidance from the DfE Education
- Our curriculum is planned to ensure that it is compliant with all aspects of the DfE Relationships Education, Relationships and Sex Health Education guidance. Please see more information using the link below
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health>

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Each year group will cover the following topics, in an age appropriate manner:

Mental health

- To support students in understanding that mental health needs looking after, and giving them strategies to do so. All year groups will be given the language to enable them to talk about mental health, and strategies for managing their own mental health. Students will explore what mental health is, and how those around us can impact our mental health. At times we will focus on anxiety and depression, self-harm, and how to avoid negative thinking spirals, and how to manage stress.

Peer on peer abuse

- To ensure that students are aware that they need to treat each other appropriately, and to know what to do when they are not being treated appropriately. Initially, students will focus on bullying and bothering, including online. All year groups will be reminded of where to get help from if they need it, and all year groups will be reminded of the protected characteristics.

Anti-racism

- To ensure students are following our core value of fairness, becoming individuals who value diversity and are intolerant of racism in any form. Ensuring our students are aware of the law regarding racism, to support in them not becoming perpetrators of crime, and to give them the knowledge of how to act if they are victims of crime.

Online safety

- To ensure students are keeping themselves safe online as well as offline. All year groups will learn about not sharing personal information online, and that people online may not be who they say they are. They will also start to look at how things they share online leave a footprint.

The changing body

- To ensure students know what to expect from their bodies, and how this changes over time, in order to make good choices.

Healthy relationships

- To enable students need to know what a healthy relationship is, in order to spot if they (or others) are in unhealthy relationships, as well as knowing where to get support. This will begin with looking at what good friendships look like, and how their families and teachers support them. There will be discussion of what is commitment, not only in romantic terms but in all the things they can commit to. We will discuss why people might choose to marry and why marriage must be freely entered into, as well as different long term relationships.

Financial Choices

- To ensure that students leave school with the skills they need to make good financial choices and knowing where to go if they are struggling. All students will learn about the importance of budgeting and saving, and how to borrow responsibly. Students will look at bank accounts, and how they work, why we need insurance, and understanding pay slips and tax.

Substance misuse

- Students will explore the fact that substance abuse is an unhealthy coping strategy for many mental health issues / lifestyle choices and give students the knowledge about substances (energy drinks, caffeine, alcohol, tobacco, vaping, shisha, cannabis, legal highs, high class drugs) so they can make informed decisions.

Consent

- To ensure that students know they have a right to say no to unhealthy friendships and relationships: their body is their own, and they can make their own choices about it. Initially students will learn about consent in non-sexual situations, and the importance of it. There will also be a focus on body autonomy. All years will be taught about the legal age of consent. Students will increasingly learn about how to recognise when consent is given and not given, and to be aware that consent can be withdrawn at any time. Students will be able to understand that no one has the right to intimidate someone into giving consent.

Trusting online content

- To ensure students understand the internet can be misleading. Initially students will look at 'fake news' and how to know what to trust online. They will also begin to look at the positive and negative uses of social media – with the key message being what is posted online may not reflect reality. As they get older, they will further look at what it means to be reliant on social media, and at how unrealistic pictures online can impact wellbeing.

Knowing your own mind

- To ensure students are aware that people may try to make them make bad choices for themselves, and that others may not always have their best interests at heart. This will begin by looking at peer pressure, then through the years will progress into the warning signs for county lines, gang culture, knife crime and serious violence in the community.

Protected characteristics

- To ensure that students are aware of the law regarding protected characteristics, to support in them not becoming perpetrators of crime, and to give them the knowledge of how to act if they are victims of crime.

Healthy balance and how to revise

- To ensure students balance physical and mental well-being with the demands of school, extra-curricular, and other commitments. To enable students to manage their time and organise themselves. To ensure students know the importance of attendance at school.

Types of abuse

- To ensure students know what abuse is, so they can recognise if they are victims of abuse, and know how to get support. In an age appropriate manner, students will look at forced marriage, 'honour'-based violence, and female genital mutilation (FGM). They will also look at the concept of, and laws around, domestic violence, coercive control and sexual exploitation.

Physical health

- To ensure students know they have a responsibility to themselves and others to look after physical health, and to give them the knowledge to do so. Students will look at the importance of personal hygiene, vaccinations, and basic first aid. Students will also learn about blood, organ, and stem cell donation.

Citizenship

- To ensure students understand the rights and privileges that come with being a British Citizen, as well as the responsibilities. Students learn about the different ways in which a citizen can contribute to the improvement of their community.

The Involvement of Parents and Carers

- We are committed to working with parents and carers.
- This document is available on the school website and hard copies can be provided free of charge upon request.
- 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 Mr Higgins, Vice Principal, at jhiggins@dixonsma.com
- Requests for withdrawal should be put in writing and addressed to Mr Clough at aclough@dixonsma.com. A copy of withdrawal requests will be placed in the student's educational record. Mr Clough will discuss the request with parents and take appropriate action.

