



## PSHE at Rye Hills Academy

The Academy’s personal development programme (World Ready) is designed to promote the emotional, social and health development of our young people and is sequenced progressively over 5 years. It covers the breadth of all statutory RSHE requirements (including Relationships Education, RSE and Health Education) to economic wellbeing and careers. Learning opportunities are spread across three core themes:

**Independence and Aspirations**

**Autonomy and Advocacy**

**Choices and Influences**

Taught by their form tutor, all our students receive a weekly PSHE lesson which covers all statutory aspects of PSHE and its core elements; lessons are also cross-referenced against the good practice guidance published by the PSHE Association. We ensure that topics are revisited as part of Flashback Friday and this allows those who were absent to cover the topics and our more vulnerable students to revisit key themes.

	<b>Autumn 1</b> Independence and aspirations	<b>Autumn 2</b> Autonomy and advocacy	<b>Spring 1</b> Choices and influences	<b>Spring 2</b> Independence and aspirations	<b>Summer 1</b> Autonomy and advocacy	<b>Summer 2</b> Choices and influences
<b>Year 7</b>	Developing self-confidence, self-worth and self-awareness: <ul style="list-style-type: none"> <li>• Puberty and managing change</li> <li>• Body confidence and self-awareness</li> </ul>	Developing empathy, compassion and communication: <ul style="list-style-type: none"> <li>• Making and maintaining friendships</li> <li>• Identifying and challenging bullying</li> <li>• Communicating online</li> </ul>	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> <li>• Regulating emotions</li> <li>• Diet and exercise</li> <li>• Hygiene and dental health</li> <li>• Sleep</li> </ul>	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> <li>• Personal identity and values</li> <li>• Body confidence and self-awareness</li> <li>• Building resilience</li> </ul>	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>• Rights in the community</li> <li>• Communication and boundaries in relationships</li> <li>• Consent</li> </ul>	Developing agency and decision-making skills: <ul style="list-style-type: none"> <li>• Cyberbullying and online safety</li> <li>• Drugs, alcohol, vaping and tobacco</li> <li>• Safety and first aid</li> </ul>
<b>Year 8</b>	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> <li>• Managing online presence</li> <li>• Digital and media literacy</li> </ul>	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> <li>• Stereotypes, prejudice and discrimination</li> <li>• Promoting diversity and equality</li> </ul>	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> <li>• Respect and kindness</li> <li>• Online choices and influences</li> </ul>	Developing goal setting, motivation and self-awareness: <ul style="list-style-type: none"> <li>• Aspirations for the future</li> <li>• Identity and the world of work</li> <li>• Inclusivity</li> </ul>	Developing communication and negotiation skills, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Relationship boundaries</li> <li>• Consent</li> <li>• Managing requests for intimate images</li> </ul>	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> <li>• Maintaining positive mental health</li> <li>• Importance of physical activity</li> </ul>

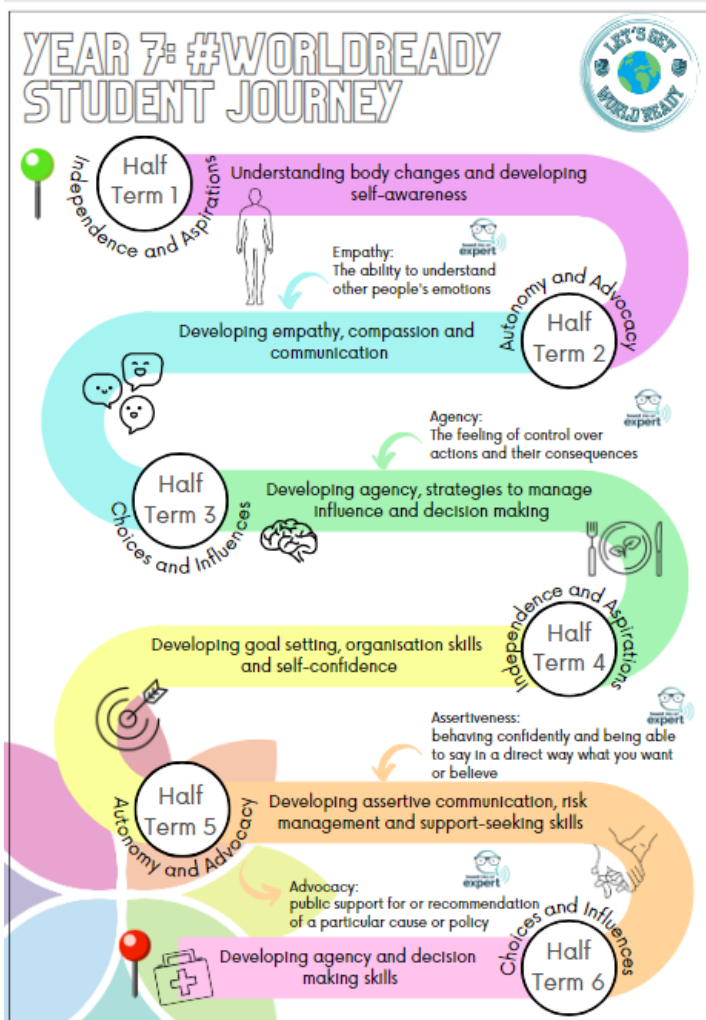


Year 9	Developing goal setting, analytical skills and decision making: <ul style="list-style-type: none"> <li>• Career choices</li> <li>• Sources of careers advice</li> <li>• Employability</li> </ul>	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> <li>• Friendship challenges</li> <li>• Assertive communication</li> </ul>	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> <li>• Mental health (including self-harm and eating disorders)</li> <li>• Change, loss and bereavement</li> <li>• Healthy coping strategies</li> <li>• Honour based violence and FGM</li> </ul>	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> <li>• Financial decisions</li> <li>• Gambling, financial choices and debt</li> <li>• Drugs and alcohol</li> </ul>	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Consent</li> </ul>	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>• Sexually transmitted infections</li> <li>• Contraception</li> <li>• Cancer awareness</li> </ul>
Year 10	Developing self-awareness, goal setting, adaptability and organisation skills: <ul style="list-style-type: none"> <li>• Organisational and learning skills</li> <li>• Managing mental health concerns</li> </ul>	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> <li>• Relationship expectations</li> <li>• Identifying and responding to abuse and harassment</li> </ul>	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none"> <li>• First aid and lifesaving</li> <li>• Personal safety</li> <li>• Sexualisation of the media</li> <li>• Impact of pornography</li> </ul>	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> <li>• Skills for employment</li> <li>• Applying for employment</li> </ul>	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>• Nature of committed relationships</li> <li>• Forced marriage</li> <li>• Extremism</li> </ul>	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> <li>• Preparation for, and reflection on, work experience</li> </ul>
Year 11	Developing resilience and risk management skills: <ul style="list-style-type: none"> <li>• Money management</li> <li>• Fraud and cybercrime</li> <li>• Preparing for adult life</li> </ul>	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> <li>• Relationship values</li> <li>• Maintaining sexual health</li> <li>• Sexual health services</li> <li>• Maintaining relationships, challenges and relationships ending</li> </ul>	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> <li>• Making safe and healthy lifestyle choices</li> <li>• Health promotion and self-examination</li> </ul> Blood, organ and stem cell donation	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> <li>• Families and parenting</li> <li>• Fertility, adoption, abortion</li> <li>• Pregnancy and miscarriage</li> <li>• Menstrual and gynaecological health</li> <li>• Managing grief and loss</li> </ul>	Developing confidence, self-worth, adaptability and decision-making skills: <ul style="list-style-type: none"> <li>• Recognising and celebrating successes</li> <li>• Transition and new opportunities</li> </ul> Aligning actions with goals	

- Relationship education

- Sex education

Parents have the right to withdraw their child from anything highlighted in green. Please contact the school if you would like to discuss this further.



**PSHE:**

Students are provided with a learning journey that prepares them for the year ahead and they receive a knowledge organiser for each topic which also provides students with additional sources of support. Examples of both can be seen below. Our PSHE lessons follow the same expectations as the rest of the curriculum. Knowledge organisers are provided for each topic and these are used as points of reference during lessons and also to support the development of revision strategies during our Flashback Friday programme. The knowledge organisers equip students with the correct terminology to be able to discuss and question topics.

## Physical and Mental Well-being

Key Terms	Well-being strategies	Good sleep habits
<p><b>Well-being</b></p> <p>The state of being comfortable, healthy, or happy.</p>	<p><b>Spending time in nature</b> Evidence suggests that being in nature can reduce feelings of anger, fear and stress.</p> <p><b>Random acts of kindness</b> When we are kind to others, the reward pathways of the brain respond, producing a 'warm glow' feeling. It is thought that our brains release hormones which are linked with positive mental health e.g. serotonin and dopamine.</p>	<p><b>Limit screen time</b></p> <p><b>Cut back on caffeine</b></p> <p><b>Don't have day time naps</b></p> <p><b>Consistency</b></p>
<p><b>Personal Hygiene</b></p> <p>Personal hygiene involves properly caring for your body by keeping it clean and healthy while allowing you to look and feel your best.</p>	<p><b>Mindfulness colouring</b> As well as being creative, mindfulness colouring aims to help your mental wellbeing. By focusing on the present moment and quietening your mind's chatter about what's gone before and what might happen in the future.</p>	<p><b>Resist late night snacking</b></p> <p><b>Set a comfortable temperature</b></p> <p><b>Switch off from the world</b></p>
<p><b>Fluoride</b></p> <p>Fluoride is a naturally occurring mineral found in water. Fluoride can help prevent tooth decay which is why it is often added to toothpaste.</p>	<p><b>Dental health</b></p> <p>Brush your teeth twice a day with a fluoride toothpaste</p> <p>Floss between your teeth</p> <p>Remember that smoothies and fruit juices provide lots of nutrients but are very high in sugar. They should be limited to 150ml per day.</p> <p>Have regular check-ups with a dentist</p>	<p><b>Developing a healthy screen time balance</b></p> <p>Ensure you exercise or walk daily</p> <p>Set a daily usage limit</p> <p>Find a hobby</p> <p>Designate a work area</p>
<p><b>Melatonin</b></p> <p>Melatonin is a natural hormone that is produced by the pineal gland (located in your brain). It helps control your sleep cycle. The body produces melatonin just after it gets dark.</p>		<p><b>Who can you turn to for support?</b></p> <p>Parents or trusted family members</p> <p>Teachers or school staff</p> <p>Your doctor or practice nurse</p> <p>School nurse</p> <p>NSPCC Helpline: 0800 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a></p> <p>Childline Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a></p>

#WORLDREADY