

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. Topics may be subject to change as we address any current/topical issues in the local context and beyond.

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7	Developing self-confidence, self-worth and self-awareness: <ul style="list-style-type: none"> • Puberty and managing change • Body confidence and self-concept 	Developing empathy, compassion and communication: <ul style="list-style-type: none"> • Making and maintaining friendships • Identifying and challenging bullying • Communicating online 	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> • Regulating emotions • Diet and exercise • Hygiene and dental health • Sleep 	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> • Personal identity and values • Body confidence and self-concept • Building resilience 	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> • Relationship boundaries • Unwanted contact • 'Sexting' • Rights in the community 	Developing agency and decision-making skills: <ul style="list-style-type: none"> • Cyberbullying • Drugs, alcohol and tobacco • Safety and first aid



Year 8	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none">• Managing online presence• Digital and media literacy	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none">• Stereotypes, prejudice and discrimination• Promoting diversity and equality	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none">• Resisting peer influence• Online choices and influences	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none">• Aspirations for the future• Identity and the world of work	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none">• Healthy relationships• Boundaries and consent• LGBT+ inclusivity• Contraception• Managing conflict	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none">• Maintaining positive mental health• Importance of physical activity
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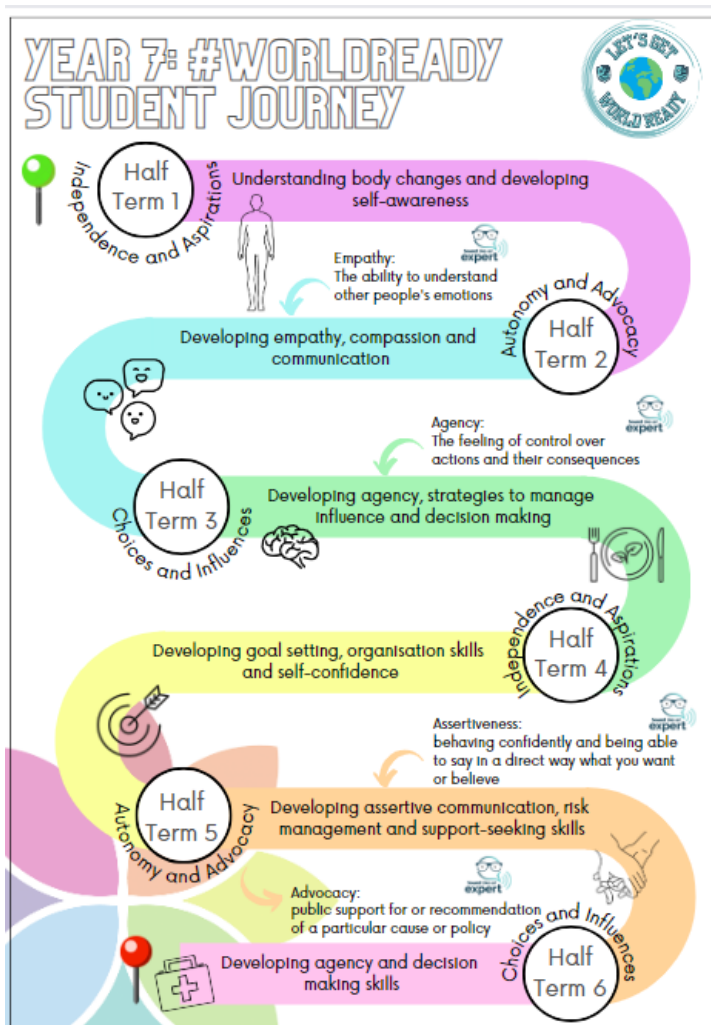
Year 9	<p>Developing goal setting, analytical skills and decision making:</p> <ul style="list-style-type: none">• Career choices• Sources of careers advice• Employability	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none">• Friendship challenges• Banter or Bullying• Assertive communication	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none">• Mental health (including self-harm and eating disorders)• Change, loss and bereavement• Healthy coping strategies	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none">• Gambling, financial choices and debt• Financial decisions• Drugs and alcohol	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none">• Healthy/unhealthy relationships• Consent• Relationships and sex in the media	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none">• Sexually transmitted infections• Contraception• Cancer awareness
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Year 10	<p>Developing self-awareness, goal setting, adaptability and organisation skills:</p> <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns 	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> Relationship expectations Identifying and responding to abuse and harassment 	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Personal safety Substance use Online relationships Impact of pornography/consent 	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> Exploring options post 16 Skills for employment Applying for employment 	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Nature of committed relationships Forced marriage Diversity and discrimination Extremism 	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> Preparation for, and reflection on, work experience
Year 11	<p>Developing resilience and risk management skills:</p> <ul style="list-style-type: none"> Money management Fraud and cybercrime Managing online reputation 	<p>Developing communication and negotiation skills, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Maintaining sexual health Sexual health services Managing relationship challenges and endings 	<p>Developing confidence, agency and support-seeking skills:</p> <ul style="list-style-type: none"> Making safe and healthy lifestyle choices Health promotion and self-examination Choosing and negotiation contraception 	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <ul style="list-style-type: none"> Families and parenting Fertility, adoption, abortion Pregnancy and miscarriage Managing grief and loss 	<p>Developing confidence, self-worth, adaptability and decision-making skills:</p> <ul style="list-style-type: none"> Recognising and celebrating successes Transition and new opportunities Aligning actions with goals 	

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

LET'S GET WORLD READY

Key Terms	Well-being strategies	Good sleep habits								
<p>Well-being</p> <p>The state of being comfortable, healthy, or happy.</p>	<p>Spending time in nature</p> <p>Evidence suggests that being in nature can reduce feelings of anger, fear and stress.</p>	<p>Limit screen time</p> <p>Cut back on caffeine</p> <p>Don't have day time naps</p> <p>Consistency</p>								
<p>Personal Hygiene</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>Random acts of kindness</p> <p>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>Resist late night snacking</p> <p>Set a comfortable temperature</p> <p>Switch off from the world</p>								
<p>Fluoride</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>Brush your teeth twice a day with a fluoride toothpaste</p> <p>Floss between your teeth</p>	<p>Developing a healthy screen time balance</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>Melatonin</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>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>Who can you turn to for support?</p> <table border="1"> <tr> <td>Parents or trusted family members</td> <td>Teachers or school staff</td> </tr> <tr> <td>Your doctor or practice nurse</td> <td>School nurse</td> </tr> <tr> <td>NSPCC</td> <td>Helpline: 0800 800 5000 (24 hours, every day) nspcc.org.uk</td> </tr> <tr> <td>Childline</td> <td>Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk</td> </tr> </table>	Parents or trusted family members	Teachers or school staff	Your doctor or practice nurse	School nurse	NSPCC	Helpline: 0800 800 5000 (24 hours, every day) nspcc.org.uk	Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk
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