



PHSCE AND RSE AT NORTHRIDGE HIGH SCHOOL

AIMS



- To understand how the PHSCE and RSE curriculum is delivered at NRHS at a level that is appropriate for each individual child.
- To understand the statutory guidance around the delivery of RSE to pupils in all schools.
- To know where to source resources to support with PHSCE and RSE related matters at home.

WHAT IS PHSCE?



- PHSCE stands for Personal, Health, Social and Citizenship education.
- Our curriculum is designed to help our students develop the knowledge, understanding and skills they need to manage their lives now, and in the future.
- It deals with real life issues which affects our young people, their families and their communities and engages with the social and economic realities lives, experiences and attitudes.
- Also it helps our pupils to keep themselves healthy and safe.

PHSCE AT NRHS



- PHSCE is taught in every key stage and department.
- We have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils.
- Underpinning the pupils' learning in PHSCE and across the curriculum is the development of the pupils' social, spiritual, moral and cultural development.
- Learning at NRHS is based on the principle that people should treat each other with respect whatever their race, gender, sexual orientation, religious belief, special need or disability. Pupils are taught to develop a positive attitude towards themselves and others with a focus on shared values.
- By building resilience and self-esteem pupils learn not be influenced by the negative peer pressure they may encounter and to think for themselves. PHSCE provides valuable opportunities for discussing and questioning within the context of learning based on knowledge and understanding. This is in line with Prevent Strategy which should be embedded within the whole curriculum.

Unicef Rights Respecting Schools Award

All PSHCE units are linked to articles from the UN Convention on the Rights of the child. This supports out RRSA work for which we are currently accredited as GOLD.



Article 1
Everyone under 18 has these rights



<18

Logos: NRHS (top left), UNICEF Rights Respecting School (top right)



Article 2
All children have these rights



Logos: NRHS (top left), UNICEF Rights Respecting School (top right)



Article 6
I should be supported to live and grow



Logos: NRHS (top left), UNICEF Rights Respecting School (top right)



Article 16
I have the right to keep some things private



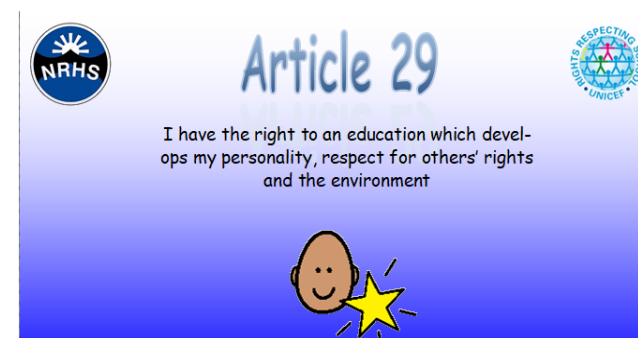
Logos: NRHS (top left), UNICEF Rights Respecting School (top right)




Article 19
I have the right to be protected from being hurt or badly treated



Logos: NRHS (top left), UNICEF Rights Respecting School (top right)



Article 29
I have the right to an education which develops my personality, respect for others' rights and the environment



Logos: NRHS (top left), UNICEF Rights Respecting School (top right)



Article 34
Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad



Logos: NRHS (top left), UNICEF Rights Respecting School (top right)

LONG TERM PLANS



- The PHSCE curriculum is designed to be sequential as pupils move through each key stage.
- Topics are built on each time they are revisited to ensure pupils are gaining more knowledge and skills as they move through each key stage.
- In the Structured Learner and Experiential Learner Departments pupils follow the Life Skills curriculum - this is a 4 year plan.



RELATIONSHIP AND SEX EDUCATION



RSE - WHAT THE CURRICULUM SAYS



<https://youtu.be/2W4J7vdKogo>

RSE - WHAT THE CURRICULUM SAYS



- The statutory guidance forms the foundation of our RSE curriculum. It outlines the content that must be covered at each key stage and ensures that the material is age-appropriate and sensitive to cultural and religious beliefs. Our teachers have worked with Manchester Healthy school and are trained to deliver these lessons in a supportive and inclusive manner, encouraging open discussion while respecting individual values.
- Statement from the DfE "We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education."
- It is therefore compulsory for all pupils in all primary and secondary settings to learn about relationships - will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life. Work on relationships will cover all different family structures including LGBT.
- Parental and religious views are taken into consideration when addressing all areas of the RSE curriculum

RIGHT TO WITHDRAW YOUR CHILD

What the DfE say:

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the **Sex Education** lessons delivered, you can ask that they are withdrawn.

Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



HOW DO WE DELIVER RSE AT NRHS?

- RSE lessons at North Ridge are designed to support individual pupil needs by being differentiated and tailored accordingly. Our approach ensures that each child receives relevant information that is appropriate for their level of understanding. These lessons help pupils understand the changes happening to their bodies, both physically and emotionally.
- Through RSE, we aim to equip our pupils with the necessary knowledge and skills to develop healthy relationships, respect consent, and make informed choices. We cover a range of topics, such as changing bodies/ puberty, relationships, public and private, keeping ourselves safe and online safety,
- Teachers will have shared with you the topics to be covered and we welcome input from parents, identifying areas of focus and working together to support our children and young people
- The school policy for RSE, DofE guidance and example resources can be found on the school website - <https://northridge.manchester.sch.uk/parents-page/phsce-and-rse/>

WHY DO WE TEACH RSE AT NRHS?



- To give pupils the right to know about their bodies
- To help keep pupils safe
- To enable our pupils to make choices
- To support pupils in understanding their emotions and feelings
- To support our pupils in having healthy relationships
- To help our pupils understand how to be healthy

WHAT ARE THE KEY AREAS WE COVER IN 'RELATIONSHIPS'?



- Friendships
- Family and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- How to be safe

CHANGES TO OUR BODIES/PUBERTY - LANGUAGE WE USE



- Where appropriate we always use correct terminology with our pupils regarding their body and puberty.
- We have symbols that depict body parts, including both male and female genitalia.
- We believe this is important as it creates consistency and eliminates confusion for both them and us during conversations.

PANTS RULE - NSPCC

LEARN THE UNDERWEAR RULE

TALK PANTS AND YOU'VE GOT IT COVERED!

P RIVATES ARE PRIVATE
Parts of your body covered by underwear are private. No one should ask to see, or touch them. No one should ask you to touch or look at parts of their body that are covered by underwear. Sometimes doctors, nurses or family members might have to. But they should always explain why, and ask if it's OK first.

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU
It's your body, no one else's. No one should make you do things that make you feel embarrassed or uncomfortable. If anyone tries, tell an adult you trust.

N O MEANS NO
You have the right to say 'no' – even to a family member or someone you love. Remember, you're in control of your body and your feelings are important.

T A LK ABOUT SECRETS THAT UPSET YOU
Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust. You will never get into trouble for sharing a secret that upsets you.

S P EAK UP. SOMEONE CAN HELP
Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help. It doesn't have to be a family member. It can be a teacher or a friendly parent – or even ChildLine.

ChildLine
0800 1111

NSPCC
Safety in children's best step. FULL STOP.

ChildLine is a service provided by the NSPCC.
© 2021. Registered charity number 220481 and 2028779

- As part of supporting our pupils to keep safe and understanding public and private we teach our pupils the PANTS rule. There are a lot of resources and information on this online.
- <https://www.nspcc.org.uk/globalasset/documents/advice-and-info/underwear-rule-parents-learning-disabilities-english.pdf>

CHANGING BODIES - RESOURCE EXAMPLES





- Experiential and ASD/Complex needs - use of objects of reference, symbol supported resources and worksheets, social stories and sequencing activities.
- KS3, 4 & 5 - Symbol supported resources, social stories, appropriate videos and books and single sex group and 1:1 discussions.


CHANGING BODIES - RESOURCE EXAMPLES


Name: _____ Date: _____

L/O— Label the different stages of our changing bodies and identify key changes that happen.

 Stage:
What happens in this stage?
.....
.....


 Stage:
What happens in this stage?
.....
.....


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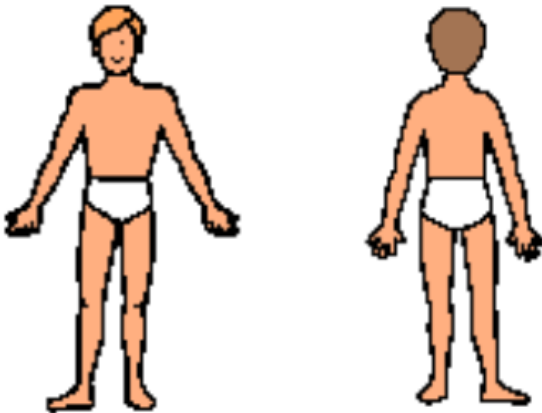
Word Bank
Stages
Baby/Toddler Child Teenager Young Adult Middle Aged Old Aged
Changes key words
Crawl walk talk school grow spots sweat smell hair pubic hair
periods menstruation leave school work family grey hair ache
slow tired retire

CHANGING BODIES - RESOURCE

Name: _____ Date: _____





L/O— To learn and understand the difference between private and public

Find and label the body parts that are private. Draw arrows and label. Use the correct names for your body parts.



Comments: _____

Self-assessment

 like	 don't like	 easy	 hard
--	--	--	--

Name: _____ Date: _____





L/O— To learn and understand the difference between private and public

Create a list of private and public spaces.

Private	Why?	Public	Why?

Comments: _____

Self-assessment

 like	 don't like	 easy	 hard
--	--	--	--

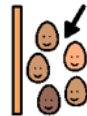
CHANGING BODIES - RESOURCE EXAMPLES

Social Story

Touching My Body

My body is special and it is okay for me to touch my body.

Public Places

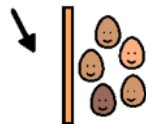


It is okay to touch my hands, legs, arms, head, face, back and feet in public places when people are watching.

It is not okay to touch my private areas when people are watching.

My private areas are my penis, my testicles, and my bottom

Private Places



It is okay to touch my private areas when I am alone in my bedroom or in the bathroom with the door shut. Sometimes it will feel good to touch myself and that is ok because it means I am growing up and becoming a man.

I will not touch or rub my private areas or put my hands inside my trousers or underwear when I am in public places.



It is not okay to touch my private areas in the classroom, in the canteen or where there are other people.

Touching my private area is something I do alone and in private.

CHANGING BODIES - RESOURCE EXAMPLES

Social Story

I am growing up into a young lady.



Once a month I will have a period.
This is normal for girls of my age.



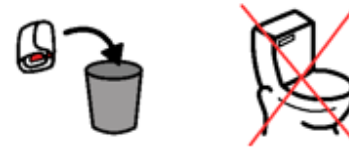
When I have a period it is important that I change my towel regularly.

In the morning	At breaktime ^{breaktime}	At lunchtime	When I get home	At bedtime
✓	✓	✓	✓	✓

I must use a new sanitary pad every time I change. I must wear it all the time I have my period.



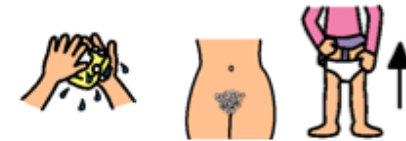
I will put my dirty pad into a bin and not down the toilet.



It is important that when I am on my period I have a shower or a bath every day.



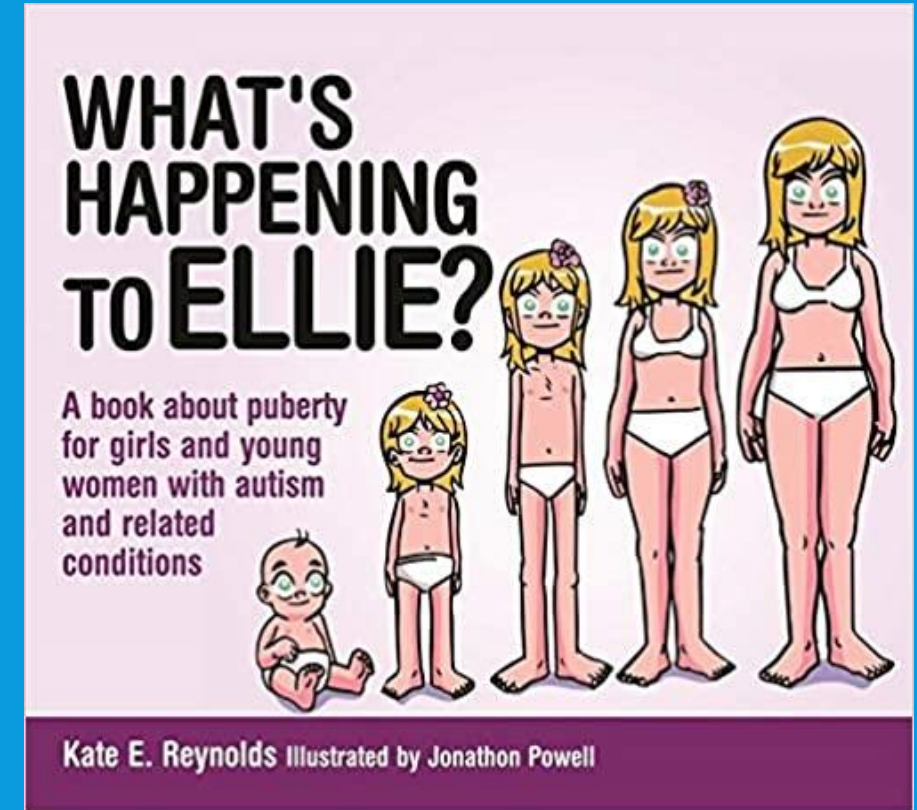
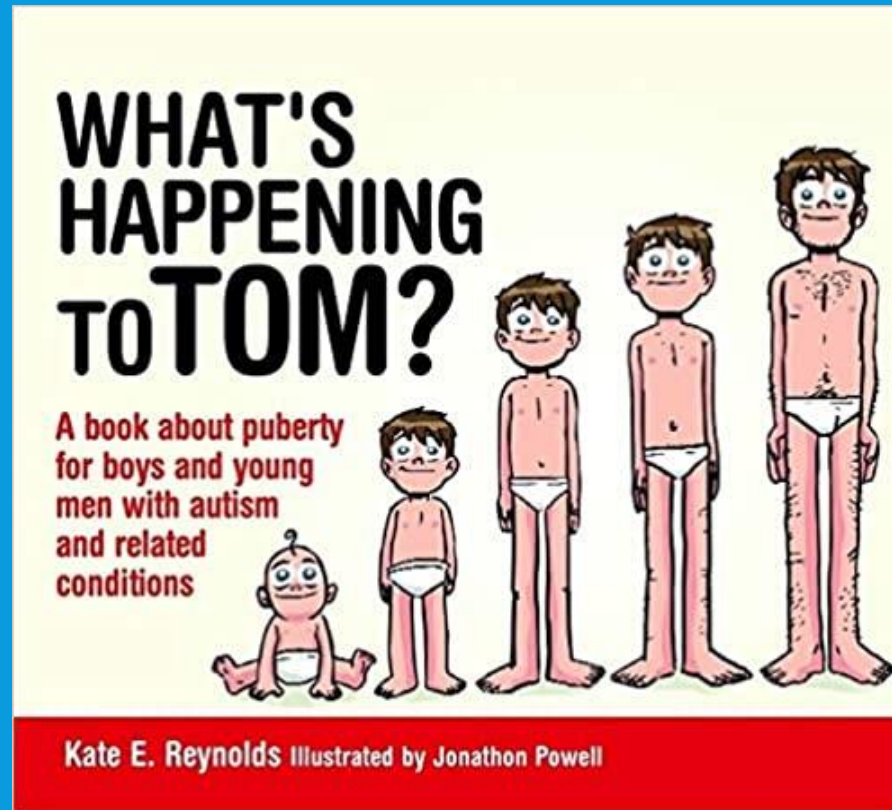
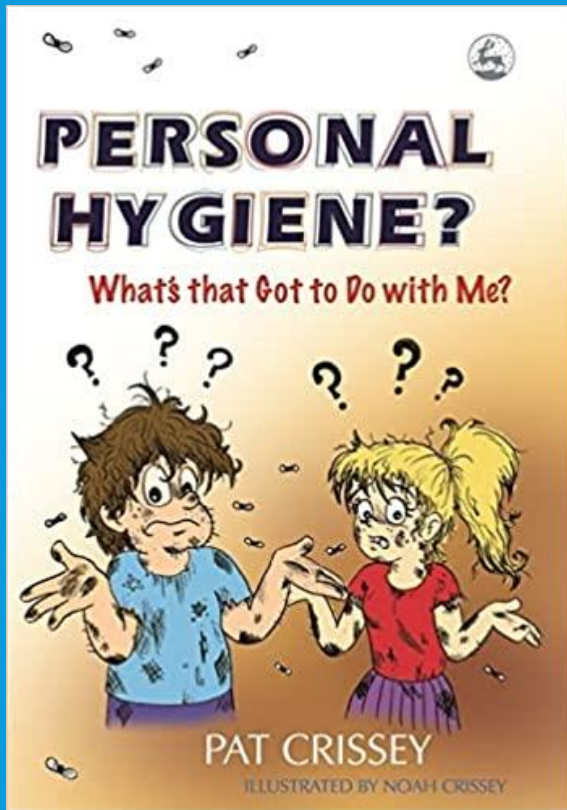
I need to wash my private areas thoroughly; this will stop me smelling during my period.



After my shower or bath, I will put a clean sanitary pad into my knickers.



RESOURCES - BOOKS



RESOURCES - OTHER

Where possible we will use physical resources to teach pupils - e.g. real hygiene products and models, sanitary products, body models ect.



RESOURCES - ONLINE



- <https://www.brook.org.uk>
- <https://www.bbc.com/bitesize>
- <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-parents-learning-disabilities-english.pdf>
- <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-parents-learning-disabilities-english.pdf>
- <https://www.thinkuknow.co.uk/>
- <https://s3-eu-west-1.amazonaws.com/leedssexualhealth.com/downloads/Puberty-Sexuality-Pack.pdf>

RESOURCES - FROM SCHOOL



Please do ask the school for support in creating resources, we can ensure that the learning and information content is consistent with that we use in school.

<https://northridge.manchester.sch.uk/parents-page/phsce-and-rse/>

There are a number of resources around changing bodies, emotions, relationships and hygiene in the PHSCE/RSE area of our website.

SUMMARY



- Our curriculum is designed to help our students develop the knowledge, understanding and skills they need to manage their lives now, and in the future.
- It deals with real life issues which affects our young people, their families and their communities and engages with the social and economic realities lives, experiences and attitudes.
- Also it helps our pupils to keep themselves **healthy and safe**.
- All pupils are taught RSE at NRHS, parents may withdraw from some content of Sex education after discussion with the school. All teaching is appropriate for the learning needs of our individual pupils.
- Parents are encouraged to ask school for resources to support you with implementing consistent routines at home.

ANY QUESTIONS?



Please use the chat facility to ask any questions.

Alternatively, if you have any questions at a later date please don't hesitate to contact school via email

parentcarergroup@northridge.manchester.sch.uk

