

RSE and PSHE Curriculum

École Jeannine Manuel London is committed to delivering the statutory DfE Relationships and Sex Education (RSE) and Personal, Social, Economic and Health Education (PSHE) requirements, which can be found [here](#).

At **École Jeannine Manuel**, the PSHE and RSE curriculum is delivered through:

- RSHE lessons in Homeroom once a week
- Curriculum subjects and their connections with the Personal Development Curriculum
- Regularly tailored interventions by external speakers

Our aim is to provide a holistic education to our students for them to become well-rounded individuals. With this in mind, **the School** has carefully considered the PSHE curriculum content to ensure that it is both relevant to and appropriate for our students based on their physical and emotional maturity, age, cultural backgrounds, and special educational needs. It is also designed to promote the principles of international understanding as outlined in the school's mission statement: *'The school's mission is to promote international understanding through the bilingual education of a multicultural community of students. It believes in pedagogical innovation and the constant exploration of best practices, in the context of an ever-changing global environment.'*

ABC of STATUTORY CONTENT

We are required to cover the following content by the end of secondary school:

ASPIRATIONS AND CAREERS

Students should:

- Be able to understand the current economic climate
- Become familiar with different career paths and identify future career aspirations
- Be given an opportunity to explore next step options

- Become familiar with enterprise and entrepreneurship
- Be guided as to how to prepare CVs and job interviews
- Have developed a broad range of soft skills

FAMILIES

Students should:

- Have developed an understanding of how relationships contribute to human happiness and their importance for bringing up children
- Know about positive family relationships and conflict resolutions
- Have learnt about diverse families including adoption and fostering
- Understand the role of parents and carers and the expectations of parenthood
- Know about different types of relationships and rights associated with various status: marriage, civil partnerships, cohabiting couples, etc.
- Recognise marriage as a relationship choice and choices associated with entering into a marriage
- Be able to distinguish characteristics and legal status of other types of long-term relationships
- Understand the roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting

FRIENDSHIPS AND ANTI-BULLYING

Students should:

- Have the skills to know how to make and maintain friendships (resolving problems, managing conflict, positive communication, reconciliation, peer pressure and influence etc.)
- Know how to change and transition e.g. moving to a new school/new class group and possible solutions
- Be able to recognise types of bullying (including cyberbullying) and their impact on an individual or a group
- Understand the responsibilities of bystanders to report bullying and how and where to get help

HEALTHY AND UNHEALTHY RELATIONSHIPS

Students should:

- Be familiar with practical steps they can take in a range of different contexts to improve, support or sustain respectful relationships
- Be able to evaluate relationships and recognise healthy and unhealthy ones
- Be able to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)
- Be able to recognise and distinguish different types of abuse
- Know how to seek help or advice, including reporting concerns about others, if needed
- Know how to discuss expectations with a partner, readiness for sexual encounters, consent and laws relating to sexual abuse/harassment
- Be able to recognise and express consent from others, including sexual consent, and how and when consent can be withdrawn in all contexts

- Understand the concepts of sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM as well as the laws related to them
- Know about the impact of pornography explicit sexual content and how it presents a distorted picture of sexual behaviours, self-image and relationships with partners

MEDIA / DIGITAL LITERACY AND INFLUENCE

Students should:

- Understand the influence of social media on attitudes and decisions
- Have developed a critical look on the information one consumes
- Know how to identify fake news and propaganda discourses
- Know where and how to find reliable sources of information
- Be able to recognise and know how to challenge stereotypes
- Appreciate the impact of media on body image

MENTAL HEALTH AND EMOTIONAL WELLBEING

Students should:

- Know the basics of one's mental health and learn common types of mental ill health (e.g., anxiety and depression)
- Be able to recognise signs of mental wellbeing concerns and how to get / offer support
- Be able to critically evaluate when something one does or is involved in has a positive or negative effect on one's own or others' mental health
- Know how to talk about emotions accurately and sensitively
- Be aware of strategies to manage stress, change, uncertainty and loss
- Understand what is meant by a stigma and know how to challenge it
- Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing

MONEY

Students should:

- Understand the basics of money management and budgeting
- Know how to save money, financial risks and debt
- Know how to open a bank account and understand the basics of interest and debt
- Recognise the impact of gambling on one's life including the accumulation of debt and how advertising and information is targeted at them and how to be a discerning consumer

ONLINE SAFETY (DfE guideline [here](#))

Students should:

- Have a clear idea of one's rights, responsibilities, and opportunities online
- Demonstrate understanding of behaviour expectations which apply in all contexts, including online
- Be aware of online risks, including risks associated with sharing online content and personal information

- Be able to identify harmful behaviours online (including bullying, abuse or harassment) and the impact of viewing harmful content
- Know what to do and where to get support to report material or manage issues online
- Be aware that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- Understand how information and data is generated, collected, shared, and used online and how to be a discerning consumer of information online
- Be able to distinguish the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media

PERSONAL SAFETY AND RISK MANAGEMENT

Students should:

- Know the basics of first aid treatments, including life-saving skills (how to administer CPR, how to use a defibrillator and when to use one etc.)
- Be able to recognise and respond to risks in different situations
- Understand the importance of personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- Know the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- Understand the benefits of regular self-examination and screening (this will be covered with older students)

PHYSICAL HEALTH

Students should:

- Know about physical activity and its role in the promotion of mental well-being
- Know what a lifestyle entails: maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- Be aware of healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
- Know about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- Understand the importance of a healthy sleep routine
- Be familiar with laws relating to the supply and possession of illegal substances
- Understand the risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- Be aware of the physical and psychological consequences of addiction, including alcohol dependency
- Understand the dangers of drugs which are prescribed but still present serious health risks
- Know the risks associated with vaping and smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

PROMOTING DIVERSITY AND INCLUSIVENESS

Students should:

- Celebrate diversity and develop mutual respect
- Be able to identify actions to promote international understanding
- Understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)
- Understand and know how to challenge prejudice and discrimination
- Understand what extremism is and the risks associated with it
- Be aware of the legal rights and responsibilities regarding equality (with reference to the protected characteristics as defined in the Equality Act 2010).

SEXUAL HEALTH

Students should:

- Know key facts about puberty, the changing adolescent body and menstruation
- Learn how to develop a healthy relationship with one's body
- Know how to maintain one's sexual health and how health can be affected by choices they make in sex and relationships, positively or negatively
- Discover the different types of contraceptive choices available and their efficacy
- Understand that one's sexuality is private and personal, that intimacy can be enjoyed without intercourse
- Learn about reproductive health, fertility, and the potential impact of lifestyle on fertility for men and women and menopause
- Be aware of sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- Be aware of choices relating to sex, enjoying intimacy
- Know about pregnancy, choices in relation to pregnancy, and miscarriage
- Sexually transmitted infections (STIs), including HIV/AIDS: how they are transmitted, their impact, how risk can be reduced through safer sex and the importance testing one's self
- Alcohol and drug consumption and their effects on sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

HOMEROOM CONTENT

The PSHE and RSE curriculum is divided into three themes: *Health and Wellbeing*, *Respectful Relationships* and *Living in the Wider World*. Topics from each theme are revisited at various times throughout the school years in an age appropriate way. Below is an overview of the topics covered throughout the secondary years.

**Note: these talks are subject to change according to the availability of external speakers.*

Year 7 and 8		
	Autumn 1	Autumn 2
Health and Wellbeing	<ul style="list-style-type: none"> My Mental Health and Mental Health of others Emotional awareness Starting/transitioning into a new school/stage of school Organisational skills 	RSE TALK (nurse-led)*
Respectful Relationships		<ul style="list-style-type: none"> Good friendships: communication, honesty, conflict resolution, peer pressure Healthy friendships Recognising types of bullying Speak-up/Anti-bullying focus
Living in the wider world		FIRST AID COURSE (6e)
	Spring 1	Spring 2
Health and Wellbeing	<ul style="list-style-type: none"> Balanced Lifestyle Sleep Healthy Eating Exercise Addictions: sugar and salt 	
Respectful Relationships		
Living in the wider world	<ul style="list-style-type: none"> Sustainable living 	<ul style="list-style-type: none"> Social Media and its influence Digital literacy skills Fake News Cyberbullying

		<ul style="list-style-type: none"> Staying safe online ONLINE SAFETY TALK (external)*
	Summer 1	Summer 2
Health and Wellbeing	RSE TALK (external)*	RSE TALK (TBC)*
Respectful Relationships	<ul style="list-style-type: none"> Different types of families Principles of consent, respecting personal boundaries 	<ul style="list-style-type: none"> Diversity: respecting others in a diverse society Discrimination and prejudice in society Stereotypes (including problematic media portrayals)
Living in the wider world	<ul style="list-style-type: none"> Personal finance: budgeting 	

Year 9 and 10

	Autumn 1	Autumn 2
Health and Wellbeing	<ul style="list-style-type: none"> My Mental Health Balanced Lifestyle Emotional Awareness Stress Management Organisational Skills MENTAL HEALTH TALK (external)*	TOBACCO / VAPING TALK* RSE TALK (nurse-led)*
Respectful Relationships		<ul style="list-style-type: none"> Good friendships: communication, honesty, conflict resolution, peer pressure Understanding romantic relationships Recognising unhealthy and abusive relationships Speak-up/Anti-bullying focus
Living in the wider world		
	Spring 1	Spring 2
Health and Wellbeing	<ul style="list-style-type: none"> Sleep Stress and Mental Health management strategies 	ADDICTION TALK*

	<ul style="list-style-type: none"> Mental Health of others 	
Respectful Relationships		
Living in the wider world	ONLINE SAFETY TALK*	<ul style="list-style-type: none"> Staying safe online Managing Screen-time Digital literacy skills FIRST AID COURSE (4e)*
	Summer 1	Summer 2
Health and Wellbeing		
Respectful Relationships	<ul style="list-style-type: none"> Consent: Personal boundaries Sexism and gender inequality Racism and responsibility RSE TALK (external)*	
Living in the wider world		Role models and the change you want to make in the world Online reputation RSE TALK - Pornography (external)*

Year 11, 12, 13

	Autumn 1	Autumn 2
Health and Wellbeing	<ul style="list-style-type: none"> Stress and MH management strategies Sleep Organisational skills Healthy Eating Exercise MENTAL HEALTH TALK (external)*	<ul style="list-style-type: none"> Tobacco and Vaping TOBACCO / VAPING TALK* RSE TALK (nurse-led)
Respectful Relationships		<ul style="list-style-type: none"> Speak-up/Anti-bullying focus Recognising unhealthy and abusive relationships ANTI-BULLYING WEEK/COMPETITION
Living in the wider world	<ul style="list-style-type: none"> Looking at University options (visits / speakers) 	<ul style="list-style-type: none"> First Aid Looking at University options (visits / speakers) FIRST AID COURSE (2nde)*

	Spring 1	Spring 2
Health and Wellbeing	<ul style="list-style-type: none"> Understanding significant MH illness Balanced lifestyle 	<ul style="list-style-type: none"> Drugs and addiction <p>ADDICTION TALK*</p>
Respectful Relationships	<ul style="list-style-type: none"> Sexism and gender inequality Discrimination and prejudice in society 	<ul style="list-style-type: none"> Laws relating to Marriage, civil union, cohabitation and other choices
Living in the wider world	<ul style="list-style-type: none"> Sustainable living <p>CINEMA FOR CHANGE</p> <ul style="list-style-type: none"> PIX Exploring Career options <p>ONLINE SAFETY TALK*</p>	<ul style="list-style-type: none"> Exploring Career options Social Media and its Influence Fake news
	Summer 1	Summer 2
Health and Wellbeing	<ul style="list-style-type: none"> Reproductive Health and Fertility Contraception Choices relating to sex and intimacy Pregnancy and Choices Sexual health and STIs 	<ul style="list-style-type: none"> Alcohol and addiction
Respectful Relationships	<ul style="list-style-type: none"> Principles of consent, respecting personal boundaries In relationships / sexual encounters <p>RSE TALK (external)*</p>	<ul style="list-style-type: none"> Diversity: respecting others in a diverse society <p>RSE TALK - Pornography (external)*</p>
Living in the wider world	<ul style="list-style-type: none"> Personal finance: budgeting 	<ul style="list-style-type: none"> University application preparation