

RMA PSHE GROUND RULES



RUSHEY MEAD
ACADEMY

- **Respect everyone** Don't laugh at others, mock others or be insensitive
- **Don't judge others** Remember you do not know about other people's situations
- **Listen to each other** Listen to each other and your teacher to get the most out of it
- **Keep the conversation** Do not gossip or share personal information with anyone
- **Get further support** Speak to someone at school if you need any help or support

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Match these Key Words to the Correct Definition

Magistrate's court

A. a criminal court in England and Wales that deals with serious criminal offenses, appeals, and sentencings

Solicitor

B. a qualified legal professional who provides specialist legal advice on different areas of law and is responsible for representing and defending a client's legal interest.

Crown court

C. A period of time that someone must stay in prison

Custodial
Sentence

D. Magistrates' courts typically handle less serious cases, known as "summary offences", such as minor criminal damage, motoring offenses, and common assault. More serious cases are passed on to the Crown Court

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Key Words

Consent

permission for something to happen or agreement to do something

Respect

due regard for the feelings, wishes, or rights of others

Inclusivity

the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized

Puberty

the period during which adolescents reach sexual maturity and become capable of reproduction

Introduction to Relationship and Sex Education

Today, we will:

- Understand the core aims of Relationship and Sex Education
- Evaluate different sources of information
- Have the opportunity to ask questions about RSE
- Learn about different types of relationships



Think, Pair, Share



Think silently – where do you get information about relationships and sex from?

Discuss with the person next to you how young people can find out about sex and relationships. How reliable is each source?

Be ready to **share** your ideas with the class.



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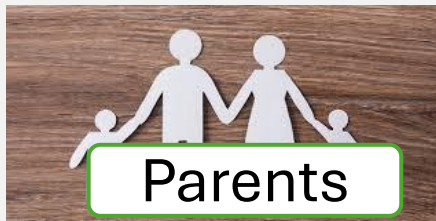
Evaluating Sources of Information



Internet



Peers



Parents



School

Benefits

Disadvantages

Evaluating Sources of Information



Internet

Benefits

Find information quickly
Can find out information without being embarrassed to ask

Disadvantages

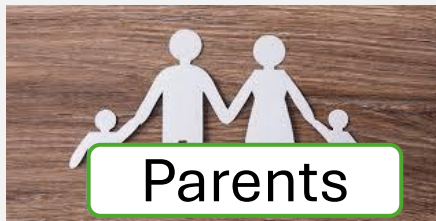
We don't always know if the information we are reading is reliable
It might lead us to access things that are worrying or scary



Peers

We might feel more comfortable talking to peers

The information might be incorrect
Peers might tell others



Parents

They are safe trusted adults
They know more than our friends

We might feel embarrassed and not ask what we really want to know
Parents might tell us their cultural beliefs rather than the facts

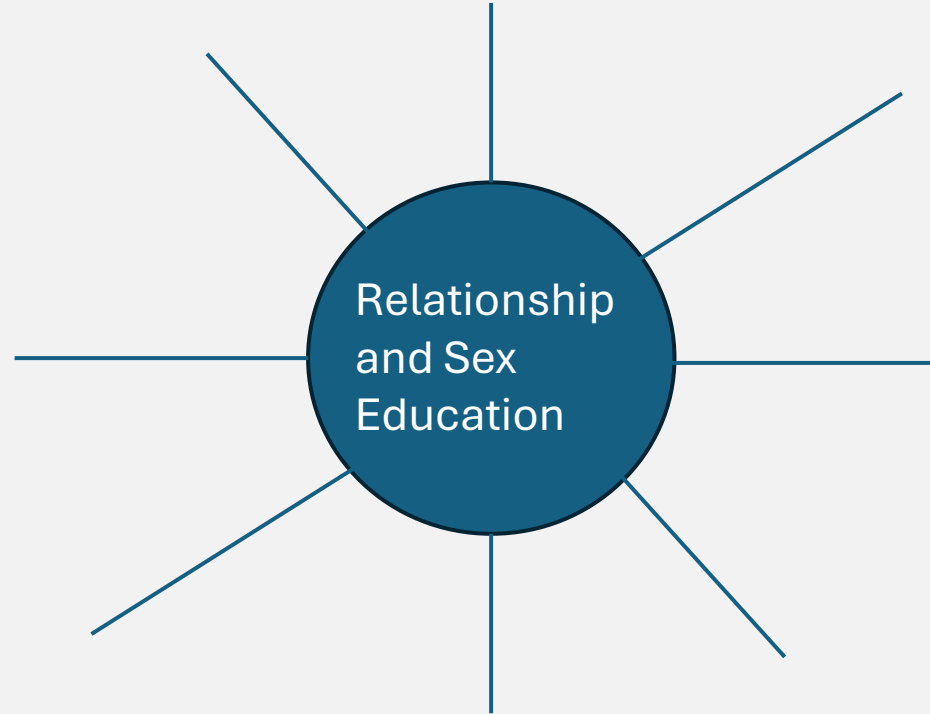


School

Information is taught sensitively
Taught in age-appropriate ways
Fact based – not opinion based

It might be uncomfortable to ask questions in front of the class

What Do You Think You will Learn in RSE?



Complete the mind map by writing down the things you think you will learn in RSE. Be ready to share your ideas

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Core Aims for Young People for Relationships and Sex Education in Secondary Schools

Since September 2020, Relationships Education has been compulsory for all pupils receiving secondary education. Health Education is now compulsory in all schools too.

Children and young people are growing up in an increasingly **complex world** and they need to know how to be **safe and healthy**. RSE helps them embrace the challenges of creating a **happy and successful adult life**. These subjects support children and young people to develop **healthy relationships**, and to keep themselves and others **safe**, both on and offline



What Will You Learn?

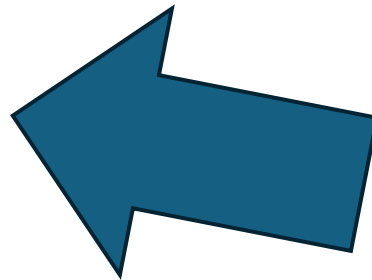
- Different **types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
- How to recognise, understand and build **healthy relationships**, including **self-respect** and **respect for others**, **commitment**, **tolerance**, **boundaries** and **consent**, and how to manage conflict, and also how to recognise **unhealthy relationships**
- How relationships may affect **health and wellbeing**, including **mental health**
- **Healthy relationships** and safety online
- Factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the context of relationships.
- Openness to **exploring sexuality**, gaining knowledge and asking for help as part of life-long learning
- **Celebrate sexuality**, pleasure and the joy of sexual relationships
- Understand **own values/beliefs** and how they impact on decision-making and behaviour



What Will You Learn?

Intro to RSE & Legal Aspects of Relationships
Building Healthy, loving relationships & delaying sexual activity
Gender Identity and Sexual Orientation
Male & female reproductive system
Consent, respect and Personal Boundaries
Alcohol and bad choices
Emotional and Mental Health in Relationships
Safe Practices and Healthy Sexual Behaviour and intimacy
Health - STIs contraception
Dealing with Peer Pressure
Unhealthy relationships & Sexual violence
Sexual harassment and stalking

Domestic abuse / violence
Gaslighting
Forced Marriage
Image based abuse
Exploitation
Portrayal of sex in the media



These are the lessons that you will have over the next few months.

Through these lessons you will develop the following skills:

- Listening skills
- Recognising and setting boundaries in all types of relationships
 - The importance of respect
 - How to keep yourself and others safe
- Understanding your own values/beliefs and how they impact decision making and behaviour
 - Emotional literacy
 - Keeping yourself mentally healthy

Different Types of Relationships

There are many different types of relationships that we will experience in our lives.

Relationship – the way in which two people are connected

Let's look at the different types of relationships we develop at different stages of our lives.

In your books make a list of the different relationships we have at the following ages:

Age 5

Age 11

Age 16

Age 21

Different Types of Relationships

There are many different types of relationships that we will experience in our lives.

Relationship – the way in which two people are connected

Age 5 – Carer givers, siblings, wider family, other children at school, teachers

Age 11 - Carer givers, siblings, wider family, best friend, acquaintances, teachers

Age 16 - Carer givers, siblings, wider family, best friend, close friends, acquaintances, teachers, boyfriend/girlfriend

Age 21 – Parents, siblings, wider family, best friend, close friends, acquaintances, boyfriend/girlfriend, husband/wife, colleagues

Positive and Negative Relationships

Look at the list of relationships types that you wrote down in your book.

Pick one of the relationships and draw or write down what a good relationship might look like.

Here is an example:

Best Friend:

Enjoy each other's company
Have a laugh together
Trust them with your secrets
Happy when they succeed
Honest with you
Give space when needed



Now, draw or write down what a bad relationship might look like:

Best Friend:

One person makes all the decisions
Doesn't listen to the opinions of the other
Talks about them behind their back
Jealousy



Positive and Negative Relationships



Relationships can be **tricky**. They can be **hard to navigate** and it is often difficult to know what to do for the best. However, no matter which type of relationship you are in, the one thing that all relationships need is **respect**. Respect for the other person and respect for yourself. For example: no one has the right to make you feel sad or upset.

On the next slide, you will be reading a scenario. Whilst reading, think how the **characters behave** and whether they **show respect** to each other and themselves.

Positive and Negative Relationships

Pooja and Dillon are **both 15**. They have been girlfriend and boyfriend for a month and have decided to go out for dinner. Pooja tells Dillon that she wants to go to a **burger bar** but Dillon wants to go for **sushi**. Pooja texts Dillon and says **that if he loved her, he would agree** to go to the burger bar. She also tell him to wear his **grey jumper that she likes**. Dillon agrees and wears the jumper that Pooja tells him to wear. They meet at the burger bar and order their food. While they are waiting, Pooja spends a lot of time **messaging on her phone** and **doesn't talk to Dillon** much. When Dillon asks what she is doing, Pooja says it is **none of his business**. Dillon **wants to say** to Pooja that she should put her phone away, but is a bit scared to as Pooja can get **quite angry** and he doesn't want her to get cross with him. Pooja sees her friend walking by the burger bar and runs out to see them. She spends a long time laughing and talking with them. When the food arrives, Dillon goes to tell Pooja. When he walks back in he hears the **group laugh**. Pooja comes back in and tells Dillon he embarrassed her in front of her friends. For the rest of the evening, **Pooja is grumpy with Dillon**.

Later that night, Dillon texts Pooja saying 'It was lovely night, can't wait to see you again'. He waits for her to reply but she doesn't.



Is this relationship a positive one? Why? What advice would you give to each character?

Positive and Negative Relationships

Positives – they do fun things together – going out to eat.

Negatives – Pooja seems quite bossy towards Dillon; Pooja uses emotional blackmail by saying ‘if you loved me you would...’; Pooja is quite controlling – telling Dillon what to wear; Communication isn’t good – Pooja is on her phone, Dillon is scared to say what he thinks; Pooja belittles Dillon – laughs at him with her friends; Pooja doesn’t reply to his messages.

Advice: **Pooja** – when you want someone to do something, you need to discuss the pros/cons of each person’s perspective. You need to show respect to Dillon and take his feelings into account.

Dillon – You shouldn’t feel scared to say how you feel. You have the right to be treated with respect. There are lots of red flags in this relationship that indicate it is an unhealthy relationship. A break from each other might be a good thing. Relationships should make you feel happy, not sad.

Is this relationship a positive one? Why?
What advice would you give to each character?

Questions

It is really important to ask questions if you are unsure about anything we teach you in RSE. If you are comfortable to ask a question in class, that's great but if you would rather ask a question confidentially, there are different ways you can do that.

- Email your PD teacher
- Wait until after the lesson
- Write a question anonymously and have a space in the classroom to post it
- Speak to the safeguarding team
- Write it in your book and ask your teacher to read it

Go back to the mind map you created at the start of the lesson.

Spend a few minutes thinking about what you have learnt today and add any questions you might have to the mind map.

Reflection

Now you know a bit more about what you will be learning about in RSE.

To make the lessons comfortable for everyone and get the most out of your learning, we have to ensure that our classroom is a safe space.

Task: Write down 3 things that you will do to help make the classroom a safe space.

Here are some ideas:

- Listen carefully and pay attention when someone else is talking
- Remember that we all have different experiences of relationships
- Be respectful to each other
- Do not judge others
- Have an open mind
- Not to show embarrassment through silliness



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Where Can I Get Help?

If you have any concerns about what you have learnt today you can speak to:

- Your form tutor
 - Your year team
 - Any of your teachers or teaching assistants
 - Any of the safeguarding team
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- HOPELINEUK: Call 0800 068 4141 for support if you're feeling overwhelmed
 - Samaritans: Call 116 123 for emotional support 24 hours a day
 - Shout: Text SHOUT to 85258 for free 24/7 text support
 - Childline: Call 0800 1111 for free support day or night, or get in touch online
 - Young Minds: Call 0808 802 5544 for confidential support Monday to Friday from 9.30 AM to 4 PM



Meet your Safeguarding Team
please share your concerns

Victoria Barwell
Principal

Faisal Lohar
Vice Principal

Andrew Curran
Safeguarding Officer

Shireen Takolia
SENCO

Marion Bullivant
Family Support Worker

Maria Jones
Family Support Worker

Alex Furniss
Deputy DSL

Rebecca Lowth
Behaviour Mentor Year 7

Pamela Raj
Assistant
Head of Year 7

Charanjit Kaur
Assistant
Head of Year 8

David Harilal
Assistant
Head of Year 9

Meera Pithwa
Assistant
Head of Year 10

Joseph Talby
Assistant
Head of Year 11

STUDENTS
If you are worried about your safety and need support, please email us on
safe@rushey-tmet.uk

STAFF
Report via the desktop app or if you do not have access to this, email us on
safeguarding@rushey-tmet.uk

RMA Safeguarding Concerns Form