



SUBSTANCE MISUSE POLICY UPDATED JUNE 2019

Opening Statement

In drawing up their policy regarding drugs in school the Academy Committee Representatives of Blessed George Napier School acknowledge fully the danger that illegal drugs, alcohol, tobacco and solvents pose for the safety and well being of young people in Britain today.

The Academy Committee Representatives wish to make it clear and explicit from the outset that illegal drugs, alcohol and tobacco have no place in school and the school will respond firmly and clearly to any such incidents. In addition, the abuse of solvents is a highly dangerous activity and will not be tolerated in school. Furthermore the school has a duty to use strategies for prevention including a thorough and fully-developed drugs education programme. Young people are particularly vulnerable and need to develop the skills that will enable them to make proper informed choices about their lives. The programme will be extended to the 5 – 16 age range in consultation with BGN Partnership Schools.

The Policy Document contains the following elements:

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| Drugs Education Programme | - | an outline of the school's approach to drugs education with clear aims and objectives. |
| | - | An outline of the content and skills needed by young people. |
| School Response to Critical Incidents | - | An outline of how the school will respond in terms of discipline and support for young people who become involved with drugs or solvents in school. |

Drugs Education Programme

Principles

Self-empowerment is often seen as the goal of health education. The process of achieving this enables informed decision making by equipping young people with personal and social skills, raising awareness and enhancing self-esteem. Drugs education needs to be placed within this conceptual framework offering a balanced programme, which encompasses thinking, feeling and doing – the cognitive, affective and behavioural areas.

We believe and support the following education aims and objectives in respect of substance use and misuse:

Aim

To enable students to make healthy informed choices about their lifestyles.

Objectives

- 1 To provide accurate information about substances.
- 2 To increase understanding about the implications and possible consequences of substance use and misuse.
- 3 To provide opportunities for students to be equipped with the knowledge, attitudes and skills they need to avoid the misuse of drugs and solvents.
- 4 To develop an awareness of peer-group pressure and media influence on drug-taking and solvent abuse.
- 5 To allow young people to become more aware of their own and other people's attitudes and values about drugs and solvents.
- 6 To promote self-esteem.
- 7 To widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and AIDS.
- 8 To seek to minimise the risks that users and potential users face.
- 9 To enable young people to identify sources of appropriate personal support.

Context

These aims and objectives are fulfilled through aspects of the students' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curriculum activities. We deliver in the taught curriculum mainly through the Tutorial Programme, but other opportunities to reinforce learning will occur in other parts of the teaching programme. The school actively co-operates with other agencies such as the Community Police, Social Services and LEA and other Health and Drug agencies to deliver its commitment to Drugs Education and to deal with incidents of substance abuse and misuse.

The programme is delivered in the context also of the school as part of the community and taking account of the age, sex and cultural and social background of the pupils at which it is aimed.

Fundamental to the values and practice of our school is the principle of sharing the responsibility for the education of young people with parents, by keeping them informed and involved at all times. Effective communication and co-operation with parents is essential to the successful implementation of this policy.

Content, Methods and Organisation

There is a specific programme of drugs education, based on the PSHE Education Programme of study for Key Stages 1 -5.

This planned programme of study for Drugs Education demonstrates:

Progression: with a spiral curriculum within which key aspects will be revisited with language, concepts and content increasing in depth and complexity as students mature.

Integration: Drugs education should not be isolated but fully integrated into a programme of Personal, Social and Health Education and also in other subject areas where opportunities exist. Co-ordination is important here.

Continuity: This is achieved between year teams within the framework of a co-ordinated spiral curriculum, and it is also important to have continuity between phases in the school partnership network by working to agreed objectives at the four Key Stages.

In Years 7 and 8 the programme is delivered in curriculum time, one lesson per fortnight. In Years 9 – 13 the programme is delivered via the Tutorial session by the Year Tutors. In addition, there is a regular programme of outside agencies who deliver conference days and age appropriate extra-curricular sessions. There is a commitment to training for all staff involved in delivering Drugs Education.

We acknowledge the importance of matching teaching to the maturity of the students involved and that it should be delivered in a clear and honest manner that informs without encouraging drug misuse. The methods of teaching used range through active pair and group work, discussions, the use of TV programmes and health education films and publications which all encourage active student participation and the development of skills. There are also occasions when speakers with relevant expertise from external agencies are invited to contribute as part of the whole planned programme.

The Drugs Education Programme will be monitored and evaluated at regular intervals by the participating teachers and Heads of Year together with the PSHE Co-ordinator.

Issues

Two important issues in Drugs Education are educating for prevention of misuse of drugs and the development of personal and interpersonal skills to enable young people to cope with peer pressure. Thus our programme at BGN recognises the need for students:

- a) to have accurate information appropriate to their age, stage of development, and actual behaviour patterns – as outlined in the programme.
- b) to attain the personal and interpersonal skills necessary for coping with life in a society where many kinds of drugs and solvents will continue to be available, some of which may be illegal, and all of which are potentially harmful. These skills include seeking and sifting information, critical thinking, decision-making and assertiveness.
- c) To develop and maintain a level of self-esteem, which will motivate them to value their welfare and take conscientious care of themselves.

Response to Drug or Solvent Related Critical Incidents in School

Where students are found to be in possession of, or under the influence of any illegal substance, or engaged in substance abuse, including alcohol or other drugs, this will be treated as a critical incident.

In dealing with such incidents the health and safety of all students in the school community is paramount. However, the school will make every attempt to support any student involved in a critical incident, educationally and personally and will seek medical help as a matter of urgency, should it be necessary. Any material suspected of being an illegal substance will be confiscated and put in a secure place, to be handed to the police for disposal.

Any incident will be investigated fully and promptly in order to establish the facts. As soon as it becomes clear that illegal drugs or solvents are involved, decisions will be taken to determine who

else should be involved. As a matter of course parents will be brought in and the police informed. Others such as G.P's, social workers, or educational social workers, may also be involved.

As soon as it is appropriate, following consultation if necessary, decisions will be taken by the Principal with regard to sanctions. This will be accompanied by the offer of guidance and support.

Sanctions will take into account

- the short and long-term welfare of the students concerned
- the interests and well-being of all other students in the school community
- a proper sense of proportion and justice
- a necessary consistency

The Academy Committee Representatives and Principal of BGN School take the view that any student who deals in drugs, i.e. brings them to school to sell or distribute to other students or who brings solvents in to school and makes them available to others with the intention of abusing them is very likely to be permanently excluded from school.

Other offences will be dealt with as appropriate. There may be permanent exclusion; there may be a fixed-term exclusion with the threat of permanent exclusion for a further offence; students would be obliged to receive counselling as a condition for their return to school.

Support and guidance will come from:

- the school's own Health Education Consultant
- the student's GP
- the Partnership between parents and school
- other specialist agencies

Appendix 1:

SCIB teaching materials provided by BGN to all Banbury Schools for teaching surrounding Substance Misuse in the academic year 2017 – 2018.
Delivered to Years 7-11 across Banbury in the October half term.

Drugs and Alcohol Skills Progression Document

SCIB Banbury Partnership

Secondary Curriculum

Year Group	Key Skill	Suggested Activity	Related Resources
7	Learning factual information about legal and illegal substances including alcohol, volatile substances, new psycho active substances, tobacco, e- cigarettes, shisha, e-shisha and cannabis.	Complete TRUE/FALSE fact quiz and discuss the answers.	http://www.arden.solihull.sch.uk/assets/Uploads/Files/Departments/Pastoral/Drugs-quiz-questions-and-answers.pdf
	To recognize and develop strategies to manage different influences, including peer influences and family influences regarding substance misuse.	Students to produce role plays on a range of scenarios that consider how to respond to peers and family using drugs.	http://theconcernedkids.com/wp-content/uploads/2012/11/Peer-Pressure-and-Substance-Abuse-pre-post-package-2012.pdf

	To understand the personal and social risks and consequences of substance use and misuse including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second hand smoke.	To complete and discuss TRUE/ FALSE quizzes on the short and long term consequences of substance misuse. To engage in a discussion of the health benefits of being drug free.	https://teens.drugabuse.gov/sites/default/files/DrugIQChallenge_2015_English_508.pdf
8	To learn the law relating to the supply, use and misuse of legal and illegal substances.	Hot Seating: why are the laws the way they are.	A summary of the UK law can be found here: http://www.themix.org.uk/drink-and-drugs/drugs-and-the-law/if-caught-with-drugs-9584.html?qclid=CNDm7Nrs6tYCFam87Qodp4MAKQ Hyperlink to Word Doc: Role Play Cards
	To recognize and develop strategies to manage different influences, including peer, family and online influences regarding substance misuse. To help them evaluate their decisions on the use of substances including clarifying and challenging their own perceptions, values and beliefs.	To watch and discuss a short film on substances the group think are acceptable (eg cannabis). To discuss the typical perceptions of young people regarding substance misuse, clarifying and challenging their own perceptions, values and beliefs.	http://www.talktofrank.com/drugs-on-the-brain
	To understand the risks and	To display the words 'dependence' and	

	consequences of experimental and occasional substance use and the terms 'dependence' and 'addiction'.	'addiction' and ask students to use marker pens to define what the term means to them.	
9	To understand the risks and consequences of experimental and occasional substance use and the terms 'dependence' and 'addiction'.	Case Study: Rachel's Story	https://www.youtube.com/watch?v=Jiqj4_-a2Yw https://www.youtube.com/watch?v=aKTRAiW8ymo&t=25s https://www.youtube.com/watch?v=vsQ4rDMmlm0&t=30s
	To recognize and develop strategies to manage different influences, including peer, family and online influences regarding substance misuse. To help them evaluate their decisions on the use of substances including clarifying and challenging their own perceptions, values and beliefs.	Aquarius videos from 12+peer pressure> Peer Pressure KS3 + 4	Aquarius videos from 12+peer pressure> Peer Pressure KS3 + 4 Hyperlink to PPT: Peer Pressure KS3 and 4
	To know how to access school services and other services of support if concerned about own or others substance	What's acceptable and what's not? Key cards.	http://www.talktofrank.com/worried-about-a-friend http://www.talktofrank.com/are-you-under-the-influence Hyperlink tp Word Doc: Acceptable - when to seek help.docx

	misuse.		
KS4	To know how to access services and other services of support if concerned about own or others substance misuse.	Hot Seat Role play: key scenarios with partner offering signposting advice to services.	Acceptable - when to seek help.docx Brainstorm local help services, including those online: http://www.talktofrank.com/emergency-help And those available in school.
	To explore the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle.	Watch the short Aquarius film, followed by wider discussion and brainstorm.	Aquarius video 'Drug Exploitation Film'
	To understand the short and long term consequences of substance use and misuse for the health and mental and emotional well being of individuals, families and communities.	Short film and TRUE/FALSE Quiz for discussion	http://www.talktofrank.com/drugs-on-the-brain http://www.arden.solihull.sch.uk/assets/Uploads/Files/Departments/Pastoral/Drugs-quiz-questions-and-answers.pdf 'Drug use is essentially selfish'. Discuss.
KS5	All of the above and:		
	To understand personal safety and protection, how to reduce risk and minimize harm in social settings	Discuss key scenarios: What is the right thing to do? Use the information from the website to guide	https://www.drinkaware.co.uk/advice/staying-safe-while-drinking/how-to-help-someone-who-has-drunk-too-much/

	(including self care and care of others under the influence of legal and illegal substances)	students through each graded scenario.	Hyperlink to Word Doc: How to help a friend.docx
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PSME and Citizenship Scheme of Work: Key Stage 3 – Yr 7

(All forms will have approximately 18 periods over the year)

Teaching should develop pupils' understanding of their own health and wellbeing, their relationships with others and the role living in the wider world. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. **All aspects of the SOW can be supported in form time. Please liaise with HOY. In an academic year there are approximately 39 weeks so please assume 18 lessons.**

Health and Wellbeing: *This core theme focuses on:*

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will addressed in age appropriate year groups*

Year 7: Term One Learning Themes and Questions 6 lessons

- Settling in at BGN (1): How am I being made to feel welcome? How can I make others welcome?
- What are my personal strengths? (2): What am I good at? How does this make me feel?
- What are my hopes and ambitions? (2): How can I help myself to achieve these?

Theme 1: Welcome to BGN
 Theme 2: To recognise their personal strengths and how this affects their self-confidence and self-esteem
 Theme 3: To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

- Who supports me? (6 and 2): Why are the people around me important helpers to my learning? How do I feel when someone evaluates my achievements? How can I give helpful feedback? How can I accept helpful feedback? How do I reject unhelpful criticism?
- What affects me? (1, 2 and 6) How do the people around me influence

Theme 4: To accept helpful feedback or reject unhelpful criticism
 Theme 5: To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
 Theme 6: The characteristics of mental and emotional health and strategies

<p>what I believe about myself? How can I cultivate my self esteem? How do I behave when I am feeling down? Who helps me?</p> <ul style="list-style-type: none"> - How do I speak? How can I learn to speak about myself and others in a positive way? Why are the words I use so powerful? 	<p>for managing it; a range of healthy coping strategies; Theme 7: The causes and triggers for unhealthy coping strategies; how to recognise when they or others need help, sources of help and strategies for accessing it.</p>
<ul style="list-style-type: none"> - How do I get ready for school in the morning? (2) - How good is sleep? - Why keep fit? - What does my day look like? - Which foods should I eat most of? - Who influences what I eat? (1 and 2) 	<p>Theme 8: The importance of, and how to, maintain personal hygiene, including oral hygiene. Theme 9: The benefits of physical activity and exercise and the importance of sleep Theme 10: To recognise and manage what influences their choices about exercise Theme 11: The importance of, and strategies for, maintaining a balance between work, leisure and exercise Theme 12: What constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) Theme 13: What might influence their decisions about eating a balanced diet</p>

Relationships: *This core theme focuses on:*

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills*
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters*
4. about the concept of consent in a variety of contexts (including in sexual relationships)*
5. about managing loss including bereavement, separation and divorce*
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will addressed in age appropriate year groups*

Year 7: Term Two Learning Themes and Questions 6 lessons	
<p>What do I expect of my friends? What do my friends expect of me? What values do we admire in friendship? When is a friend not a friend (can loyalty go too far)? How do I bring out the best in my friends? (1 and 2)</p>	<p>Theme 1: The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) Theme 2: The features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) Theme 3: To explore the range of positive qualities people bring to relationships</p>
<p>What makes a good listener? How does role play help us learn to listen well? How does my body language show I'm listening? How important is compromise? What role does forgiveness play in friendship? Do friendships sometimes end naturally? How should we react to this? (1, 2 and 5)</p>	<p>Theme 4: To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise Theme 5: To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness Theme 6: That relationships can cause strong feelings and emotions</p>
<p>Is everyone a bully sometimes? How do we react if we are being bullied? What do we do? What do we do if we someone else being bullies? Do adults bully and get bullied? Which support services, charities or organisations are available to help children who feel they are or have been bullied? What makes people bully? How do human beings behave when they are in a group? Why? How do you avoid behaving in a way you know is wrong just because you are part of a group? (3 and 7)</p>	<p>Theme 7: To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text) and to have the skills and strategies to manage being targeted or witnessing others being targeted Theme 8: The support services available should they feel, or believe others feel, they are in an unhealthy relationship and how to access them Theme 9: To recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it.</p>

Living in the Wider World: This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will be addressed in age appropriate year groups*

Year 7: Term Three Learning Themes and Questions_ 6 lessons

<ul style="list-style-type: none"> - What role does money play in life? How important is it? Where does it fit in my values and priorities? (6 and 7) - How do my financial choices affect others (fairtrade and environmental effects) (5) - How can how we use money affect our relationships with others? (6 and 7) 	<p>Theme 1: to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</p> <p>Theme 2: to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)</p>
<ul style="list-style-type: none"> - How do I learn best? How do I know? - Which employable skills do I already have? Which would I like to develop? - What sort of activities and studies do I enjoy best? How can I develop these? (8) 	<p>Theme 3: about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills</p> <p>Theme 4: to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them</p>
<ul style="list-style-type: none"> - What difference types of work and employment are there? (voluntary, self employment, private and public sector employment) - What laws are there about employing young people? How can you keep safe when you are working? - A varied career – looking at having several different 'careers' and working for a better world. 	<p>Theme 5: different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work</p> <p>Theme 6: about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks</p> <p>Theme 7: about different work roles and career pathways, including clarifying their own early aspirations</p> <p>Theme 8: the benefits of being ambitious and enterprising in all aspects of life</p>

PSME and Citizenship Scheme of Work: Key Stage 3 – Yr 8

(All forms will have approximately 18 periods over the year)

Teaching should develop pupils’ understanding of their own health and wellbeing, their relationships with others and the role living in the wider world. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. **All aspects of the SOW can be supported in form time. Please liaise with HOY. In an academic year there are approximately 39 weeks so please assume 18 lessons.**

Health and Wellbeing: *This core theme focuses on:*

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will addressed in age appropriate year groups*

Year 8: Term One Learning Themes and Questions 6 lessons

- What went well for me last year? What would I like to change or improve? How can I go about doing this? Whose help do I need? (1 and 6)
- Who do people think I am? What are teenage boys like? What are teenage girls like? What is the problem with questions like these?
- What do people expect of me?
- How does the media affect what I think about me? How does it affect what my friends think about me? How does it affect what strangers think about me? (8)
- Can the media change the way I behave?

Theme 1: How to make the most of Year 8
Theme 2: How the media portrays young people; to recognise its possible impact on body image and health issues
Theme 3: That identity is affected by a range of factors, including the media and a positive sense of self

<ul style="list-style-type: none"> - How do I present myself on social media? How will this affect what others think of me? What would you not share on social media? (5 and 8) - Where do young people face most risk? Is it online or out and about? Why? - How do you keep safe online? - How do you keep safe out and about? - For each situation, where do you find help? (5, 6 and 8) 	<p>Theme 4: Ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations</p>
<ul style="list-style-type: none"> - Where is it safe to use my mobile phone? - Where can I learn emergency first aid out of school? (5) - (Hopefully I will be able to book a trained first aider to deliver emergency first aid to each Year 8 class before Christmas) 	<p>Theme 5: To understand how the inappropriate use of mobile phones can contribute to accidents</p> <p>Theme 6: To perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)</p> <p>Theme 7: To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)</p>

Relationships: *This core theme focuses on:*

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural/online contexts and to develop parenting skills*
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters*
4. about the concept of consent in a variety of contexts (including in sexual relationships)*
5. about managing loss including bereavement, separation and divorce*
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will addressed in age appropriate year groups*

Year 8: Term Two Learning Themes and Questions 6 lessons	
<p>Do we sometimes pretend to be happy when we are not? (For example: when a loved relation gives us a horrid present, or when we are jealous of a friends good fortune but pretend we are happy for them). Do we often wear ‘emotional masks’ in real life (For example: do we pretend we are happy, sad, angry, etc. when we are not?) (2)</p> <p>How do we cultivate positive relationships with friends, peers, colleagues, caring adults, parents, family members?</p> <p>How do we recognise relationships which are breaking down?</p>	<p>Theme 1: the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p> <p>Theme 2: to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p> <p>Theme 3: to explore the range of positive qualities people bring to relationships</p> <p>Theme 4: that relationships can cause strong feelings and emotions (including sexual attraction)</p>
<p>How do people present themselves on social media? What is the message we are aiming to give our online audience?</p> <p>How are men and women presented in the media (adverts, films, online)? Is the way boys and girls present themselves online different? Why?</p> <p>How are relationships presented online? Is this realistic? (1 and 2)</p> <p>What is appropriate to share on social media?</p> <p>What is privacy? Why is privacy important for human beings? Who is entitled to privacy?</p> <p>Why are people interested in the private lives of others? How do we manage pressure from others to know about things we may wish to keep private?</p> <p>What do you do if you have shared something that you now wish to take down?</p> <p>What should you do if friend of yours shares something inappropriate?</p> <p>What happens if someone shares something about you that you wish to keep private? (1, 2, 3, 4 and 6)</p>	<p>Theme 5: That the media portrayal of relationships may not reflect real life and the possible impact of this on people’s expectations of relationships</p> <p>Theme 6: To recognise the portrayal and impact of gender and sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships within the media)</p> <p>Theme 7: The safe and responsible use of information communication technology (including safe management of own and others’ personal data including images)</p> <p>Theme 8: To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</p> <p>Theme 9: How to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns</p> <p>Theme 10: When the sharing of explicit images may constitute a serious criminal offence.</p>
<p>What is the difference between a group of good friends and a gang? What is gang culture? Does gang culture exist in the UK? In Banbury? (1 and 6)</p>	<p>Theme 11: About the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support</p>

Living in the Wider World: *This core theme focuses on:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

**key themes remain the same throughout Key Stages 1 – 5, therefore these objectives will be addressed in age appropriate year groups*

Year 8: Term Three Learning Themes and Questions 6 lessons

<p>How diverse is Banbury? What evidence is there for diversity in Banbury? Do different communities in Banbury get along with each other? (3) What are we called to do to challenge stereotyping, prejudice, bigotry and discrimination? (4)</p>	<p>Theme 1. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities Theme 2. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives</p>
<p>Is Britain a welcoming country? (3 and 4) What was the Windrush scandal all about? What evidence is there in today's papers that communities get along or struggle to get along? Where can citizens get support if they feel they are a victim of prejudice? (3 and 4)</p>	<p>Theme 3. about the potential tensions between human rights, British law and cultural and religious expectations and practices Theme 4. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored</p>
<p>Which stereotypes do you think you will have to challenge as you grow up? (Can men and women do any job they choose? Are there cultural expectations which some people face?) (3 and 4)</p>	<p>Theme 5. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations</p>

PSHE Curriculum in Tutor Time, Years 7 – 11

Health and Well Being (Term One)

<p>Year 7:</p> <p>THEMES and AIM: Welcome to BGN; identity; change and resilience.</p> <p>To help students to develop the inner resources to cope with the ‘change’ to Secondary and its accompanying challenges; to know and be aware of their personal qualities; to develop personal resilience and self-confidence.</p> <p><i>NB: PSHE lessons Year 7 will complement this material and the themes covered.</i></p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none">- To recognise personal strengths and how this affects their self-confidence and self-esteem.- To recognise that the way in which personal qualities, attributes, skills and achievements are evaluated by others, affects confidence and self-esteem.- To accept helpful feedback or reject unhelpful criticism.
<p>Year 8</p> <p>THEMES and AIM: identity and privacy; relationships online; risk online.</p> <p>To help students to assess risk, to be self-aware of their own image and critically assess images which may affect them online.</p> <p><i>NB: PSHE lessons in Year 8 will complement this material and the themes covered.</i></p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none">- Media portrayals of the human body may present a false ideal which does not reflect real life and can have a negative impact on the individual.- How the media portrays young people; to recognise its’ possible impact on body image and health issues.- Internet identity and Internet safety, including exploitation of young people online, bullying online.
<p>Year 9</p> <p>THEMES and AIM: identity, a healthy lifestyle in personal relationships, resilience and ‘inner resources’ to resist peer pressure, etc.</p> <p>To open a discussion about the values we hold surrounding sexual relationships. To recognise that sexuality is a God given gift to be cherished and valued. To understand the need for reflection to facilitate personal growth and the role prayer can play in this.</p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none">- How to develop self-confidence and self-esteem.- The concepts of sexual identity, gender identity and sexual orientation.- How to develop the skills needed to identify and resist peer and other types of pressure to conform.- The importance and benefits of delaying sexual intercourse until ready.- To recognise, clarify and if necessary challenge their values, attitudes and beliefs and to understand how these influence their choices.

<p>Year 10</p> <p>THEMES and AIM: The identification and assessment of risk when under stress; cultivating a healthy, balanced life style.</p> <p>To open a discussion about the risks associated with unhealthy stress management and to ensure all students know where support can be accessed.</p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - To evaluate their own personal strengths and areas for development. - The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders including stress, anxiety and depression) - To recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it.
<p>Year 11</p> <p>THEMES and AIM: The identification and assessment of risk when under stress; cultivating a healthy, balanced life style.</p> <p>To open a discussion about the risks associated with unhealthy stress management and to ensure all students know where support can be accessed.</p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none"> - To evaluate their own personal strengths and areas for development; to evaluate the extent to which their self-confidence and self-esteem are affected by the judgements of others and ways of managing this. - Making good use of constructive feedback and differentiating between helpful feedback and unhelpful criticism. - The characteristics of emotional and mental health, including stress anxiety and depression, self-harm and suicide and the potential impact on self and others. - How to take increased responsibility for maintaining and monitoring their own health

Relationships (Term Two)

<p>Year 7:</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To encourage students to reflect on positive relationships and identify what it is that makes a good relationship ‘good’. To use our Catholic ethos as a template for this reflection and discussion.</p> <p><i>NB: PSHE lessons Year 7 will complement this material and the themes covered.</i></p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none">- Loyal, able to develop and sustain friendships;- Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble- Respectful, able to identify other people’s personal space and respect ways in which they are different;- Forgiving, developing skills to allow reconciliation in relationships;- Courteous in their dealings with friends and strangers;- Honest, committed to living truthfully and with integrity.
<p>Year 8</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To reflect on the difference between genuine friendships and ‘gang’ behaviour and ‘false friendships’ online and in real life.</p> <p><i>NB: PSHE lessons in Year 8 will complement this material and the themes covered.</i></p>	<p>In our Catholic School positive relationships recognise and understand:</p> <ul style="list-style-type: none">- The importance of forgiveness in relationships- The value of expressing love and care for others through acts of charity- The dangers pressure for approval in relationships can generate, including in relation to alcohol / drugs / risky behaviours.- Positive relationships are not always modelled well online, and that privacy is an important value in genuine, trusting relationships.- The difference between genuine friendships and gang behaviours.
<p>Year 9</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To ensure that our students know that positive relationships should be fostered and modelled on social media as well as in real life.</p>	<p>In our Catholic School we value relationships which:</p> <ul style="list-style-type: none">- Can establish clear personal boundaries around those aspects of our lives we wish to keep private, or share only with specific people;- Understand the right to privacy- Allow freedom from pressure (particularly with regard to the sharing of pictures online and through social media) <p>Our students understand:</p> <ul style="list-style-type: none">- How to manage any request or pressure to share an image online and know who to talk to should they have any concerns- That the sharing of explicit images may constitute a criminal offence.

<p>Year 10</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To open a discussion on the qualities of a positive relationship and where to access help if you find yourself in a relationship that affects you negatively.</p>	<p>In our Catholic School pupils know:</p> <ul style="list-style-type: none"> - The characteristics and benefits of positive, strong, supportive, equal relationships; - To recognise exploitation, bullying, harassment and control in relationships (including online) and have the skills and strategies to access appropriate support. - When a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence, including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk; - Where to access relationship support (including statutory and voluntary organisations that support relationships experiencing difficulties or in crisis).
<p>Year 11</p> <p>THEMES and AIM: : Relationships (including those in the family, friendships and online)</p> <p>To encourage students to be able to discuss relationships in a mature and grown up manner.</p>	<p>In our Catholic School pupils know and can discuss:</p> <ul style="list-style-type: none"> - The roles of men and women in relationships - The pernicious nature and influence of gender double standards and victim blaming. - How to recognise when others are using manipulation, persuasion or coercion and how to respond - How to manage unwanted attention in a variety on contexts (social and in the workplace) - How to access and find information about contraception; the Catholic Churches understanding of the sexual relationship in marriage and the use of contraception. - About who to talk to for accurate, impartial advice and support in the event of an unintended pregnancy.

Living in the Wider World (Term Three)

<p>Year 7:</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p> <p><i>NB: PSHE lessons look at money and the workplace under the theme 'Living in the Wider World' in Year 7.</i></p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none">- Just, understanding the impact of their actions locally, nationally and globally;- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally;- Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
<p>Year 8</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p> <p><i>NB: PSHE lessons look at British Values under the theme of 'Living in the Wider World' in Year 8.</i></p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none">- To discuss moral questions in a balanced and well informed way
<p>Year 9</p> <p>THEMES and AIM: Free Choice for the Learning Leader (E.g. Laudato Si – Climate Crisis)</p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none">- To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas.- The main principles of Catholic Social Teaching and how these relate to each other and to Creation.
<p>Year 10</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none">- Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that judgements are well informed;- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition or the importance of service as the purpose of human life;- Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition or the necessity to accept unpopularity this often entails. <p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none">- To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas.- The main principles of Catholic Social Teaching and how these relate to each other and to Creation.
<p>Year 11</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none">- Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that

judgements are well informed;

- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition of the importance of service as the purpose of human life;
- Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition or the necessity to accept unpopularity this often entails.

In our Catholic School pupils are taught:

- To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas.
- The main principles of Catholic Social Teaching and how these relate to each other and to Creation.

Health and Well Being (Term 4)

<p>Year 7</p> <p>THEMES and AIM: A healthy (including physically, emotionally and socially), balanced lifestyle.</p> <p>To examine the choices we make to maintain a healthy lifestyle and reflect on what tempts people to make unhealthy choices.</p> <p><i>NB: In PSHE lessons this term Year 7 focus on good friendships and the role of peer pressure in decision making.</i></p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none">- The benefits of physical activity and exercise and the importance of sleep.- To recognise and manage what influences choices about exercise.- The importance of, and strategies for, maintaining a balance between work, leisure and exercise.- What constitutes a balance diet and its benefits (including the risks associated with obesity and dieting)- What might influence their decisions about eating a healthy diet.
<p>Year 8</p> <p>THEMES AND AIM: A healthy (including physically, emotionally and socially), balanced lifestyle.</p> <p>To examine the choices we make to maintain a healthy lifestyle and reflect on what tempts people to make unhealthy choices.</p> <p><i>NB: In PSHE lessons this term Year 8 continue their work on identity online, bullying, persuasion and coercion.</i></p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none">- The positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol).- The safe use of prescribed and over the counter medicines- Factual information about legal and illegal substances.- The risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking (including not harming others with second hand smoke)- To recognise and develop strategies to manage different influences (including peer influence).
<p>Year 9</p> <p>THEMES AND AIM: A healthy (including physically, emotionally and socially), balanced lifestyle; managing risk and safety in online relationships; examining how power can manifest itself through bullying, persuasion, coercion in online relationships.</p>	<p>In our Catholic School students learn:</p> <ul style="list-style-type: none">- The characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies.- To understand that self-esteem can change with personal circumstances, such as those associated coping with family and relationships, achievements and employment.- To examine the role of social media in our understanding of personal identity and self-esteem.
<p>Year 10</p> <p>THEMES AND AIM: A healthy (including physically, emotionally and socially), balanced lifestyle.</p>	<p>In our Catholic School students learn or recap:</p> <ul style="list-style-type: none">- Factual information about legal and illegal substances.- The short and long term consequences of substance use and misuse for the health and mental and emotional well-being of individuals, families and communities including the health risks related to second hand smoke.

<p>To examine the choices we make to maintain a healthy lifestyle and reflect on what tempts people to make unhealthy choices.</p>	<ul style="list-style-type: none"> - To understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support. - The wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle.
<p>Year 11</p> <p>THEMES AND AIM: Risk (identification, assessment and how to manage risk rather than simply avoid it)</p> <p>To prepare students for the longer summer break and potential employment / college placements.</p>	<p>In our Catholic School students learn or recap:</p> <ul style="list-style-type: none"> - About personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel). - How to recognise and follow health and safety procedures.

Relationships (Term Five)

<p>Year 7:</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To develop students reflection on positive relationships and identify what it is that makes a good relationship ‘good’. To use our Catholic ethos as a template for this reflection and discussion.</p> <p><i>NB: PSHE lessons Year 7 will complement this material and the themes covered.</i></p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none">- About discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (see protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4 – 12)
<p>Year 8</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To open a discussion about sexuality and vocation.</p> <p><i>NB: PSHE lessons in Year 8 will complement this material and the themes covered.</i></p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none">- That relationships can cause strong feelings and emotions (including sexual attraction) and methods for managing these- The nature and importance of friendship as the basis for a loving, sexual relationship- That someone else’s expectations in a relationship may be different to yours and strategies for negotiating possible differences- The nature and importance of marriage; the distinctions between marriage in Church Teaching, including sacramental marriage, civil marriage and civil partnerships and other stable, long term relationships.- Some people will choose to be celibate (unmarried) and to refrain from sexual activity, e.g. single people, priests and those in religious life
<p>Year 9</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online); rights and responsibilities.</p> <p>To ensure that our students know their rights and responsibilities with regard to their relationships with other.</p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none">- They have autonomy and the right to protect their body from inappropriate and unwanted contact- To identify the characteristics of unhealthy relationships and where to get help- Consent is freely given and that being manipulated, pressurised or coerced to agree to something is not consent- The law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility for the seeker of consent to ensure that consent has been given.- Factual information about where to access help and information about contraception, STI’s and the Catholic Churches teaching on sex before marriage.

<p>Year 10</p> <p>THEMES and AIM: Relationships (including those in the family, friendships and online)</p> <p>To open a discussion about how our choices and behaviours can be affected by the use of alcohol or drugs and how these substances can affect a wide range of relationships.</p>	<p>In our Catholic School pupils know:</p> <ul style="list-style-type: none"> - How the use of legal and illegal substances can affect the choices we make in personal relationships.
<p>Year 11</p> <p>THEMES and AIM: :</p>	<p>EXAMINATION LEAVE?</p>

Living in the Wider World (Term Six)

<p>Year 7:</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p> <p><i>NB: PSHE lessons look at money and the workplace under the theme 'Living in the Wider World' in Year 7.</i></p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none">- Just, understanding the impact of their actions locally, nationally and globally;- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally;- Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
<p>Year 8</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p> <p><i>NB: PSHE lessons look at British Values under the theme of 'Living in the Wider World' in Year 8.</i></p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none">- To discuss moral questions in a balanced and well informed way
<p>Year 9</p> <p>THEMES and AIM: Free Choice for the Learning Leader (E.g. Laudato Si – Climate Crisis)</p>	<p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none">- To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas.- The main principles of Catholic Social Teaching and how these relate to each other and to Creation.
<p>Year 10</p> <p>THEMES and AIM: Free Choice for the Learning Leader</p>	<p>In our Catholic School pupils are growing to be:</p> <ul style="list-style-type: none">- Just, understanding the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that judgements are well informed;- Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally, including a recognition or the importance of service as the purpose of human life;- Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition or the necessity to accept unpopularity this often entails. <p>In our Catholic School pupils are taught:</p> <ul style="list-style-type: none">- To debate moral questions in a way which is well informed, nuanced and sensitive, taking into account the teaching of the Catholic Church in relevant areas.- The main principles of Catholic Social Teaching and how these relate to each other and to Creation.
<p>Year 11</p>	<ul style="list-style-type: none">- EXAMINATION LEAVE

