

# St James

# Baccalaureate

## Curriculum Overview

## INTENT, RATIONALE AND ETHOS

At St James, we believe that our high quality PSHE Education will stay with our pupils for life. It inspires their personal development through learning about and taking responsibility for their own bodies, understanding their wellbeing and mental health, being able to successfully navigate different types of relationship and identifying their own aspirations and potential place in the wider world. These areas develop students' skills in other areas of the curriculum and are part of the wider St James ambition for all our learners to develop into active citizens of character, who can face challenges, are resilient and believe in themselves. The St James Baccalaureate incorporates Religious Education, PSHE, RSE and citizenship together. The lessons will focus on students developing their social, cultural and political awareness, but will also focus on developing in students a sense of self-worth, approaches to mental health, and the development of positive virtues such as integrity, compassion and resilience. At St James we remain enthusiastic about the provision of Religious Studies in this country, believing it to be a fundamental tenet of our multi-cultural, multi-faith society, in which bigotry is not tolerated, and understanding and tolerance are promoted. Not only this, it forces pupils of all faiths and none to examine themselves and their worldviews, which challenges them to empathise with others and develop emotionally and spiritually. We have ensured our provision for religious education meets the national requirements, reflecting the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain.

The St James Baccalaureate or 'JBACC' is a planned, developmental programme of learning designed to help 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 affect children and young people, their families and their communities, and engages with the social and economic realities of their lives, experiences and attitudes. Students also study the physical and emotional changes that will affect them and learn how to develop positive relationships. The JBACC programme is taught by specialised teachers in weekly timetabled lessons; KS3 have 3 lessons a fortnight and KS4 have 2 lessons a fortnight. Each year group will study the same themes each cycle with the themes increasing in complexity and age appropriate depth and content. Each year students will be able to recall knowledge and enrich prior learning.

We also work in partnership with local services to enhance our provision with visiting speakers and benefit from expert advice and guidance. The range of topics that are covered are broad and range from sessions run by the Devon Fire Service on safety to visits from recovered addicts who talk to students about the effects of drug and alcohol addiction.

The RSHE element of JBACC is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSHE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At St James our SRHE program will:

- Be age appropriate and differentiated to the needs of ALL pupils
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent

- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- Represent all types of families and to explore the different methods for starting a family
- Ensure pupils can identify the qualities of **healthy and unhealthy relationships**
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from **adolescence to adulthood**
- Provide pupils with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions.
- Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the risks of pornographic material

# CURRICULUM OVERVIEW

	<b>CYCLE 1: Philosophy, Religion and ethics.</b>	<b>CYCLE 2: British Values</b>	<b>CYCLE 3 : Personal development</b>
<b>Year 7</b> <b>(15 lessons)</b>	<b>Philosophy and Ethics</b> Asking ‘ultimate questions’ and learning the theories and analogies of key philosophical thinkers.	<b>Our local community (including campaign for education and equality)</b> A study of the culture and diversity within our school and our local community. <b>LORIC: Leadership, organisation, resilience, initiative and communication (6 Lessons)</b> Studying and developing the key skills that have been identified by Gatsby model as essential skills for life and careers.	<b>Healthy Me</b> Personal, social and health education, including the physical and emotional changes during puberty, mental and physical health, body image and managing low self esteem. <b>Online safety</b> Studying internet safety. These lessons will include leaning about social media validation, online gaming, grooming and cyber bullying.
<b>Year 8</b> <b>(15 lessons)</b>	<b>Abrahamic Religions: Britain’s biggest religions- Christianity and Islam</b> A study of the beliefs, teachings and practices of Christianity and Islam.	<b>Equality</b> A study of the laws and issues surrounding the protected characteristics in the Equality ACT of 2010, including an understanding of British Values and social justice.	<b>Healthy Relationships</b> Relationship and health education. Including consent, marriage, co habitation and identifying and maintaining healthy relationships, (including issues of domestic abuse), pornography and online grooming.
<b>Year 9</b>	<b>An Eastern Perspective: Buddhism and Hinduism</b>	<b>Democracy and politics</b>	<b>Healthy Me:</b>

<b>(15 lessons)</b>	A study of the beliefs, teachings and practices of Buddhism and Hinduism.	A study of democracy and politics in the UK, including political ideologies, the voting system and the laws surrounding human rights and British Values.	Personal, social and health education, including drugs and Alcohol, positive mental wellbeing and sexual health.
<b>Year 10 (10 lessons)</b>	<b>Alternative Beliefs</b> A study of the beliefs, teachings and practices of alternative faiths around the world.	<b>Human Rights</b> A study of the laws and issues surrounding human rights and British values.  <b>Careers (1 lesson)</b>	<b>Sex and Relationships</b> Relationship education, including healthy relationships, sexual identity including LGBT issues and ‘coming out’, consent, pornography, abuse, contraception and sexual health.
<b>Year 11 (10 lessons)</b>	<b>Philosophy and Ethics</b> Asking ‘ultimate questions’ and debating key ethical issues, including medical science, bodily autonomy and the laws surrounding ethical issues such as abortion and Euthanasia.	<b>Economic Responsibility</b> Developing an understanding of how to manage finance, including Income, savings and borrowing, tax, credit cards, mortgages, pay day loans, debt, bank accounts, value of money and understanding a payslip.	<b>Sex and relationships</b> Revisiting Healthy Relationships.

## DEVELOP SMSC QUALITIES

### SPIRITUAL

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity on their learning
- willingness to reflect on their learning

#### MORAL

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviors and actions
- Investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

#### SOCIAL

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

#### CULTURAL

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## BRITISH VALUES



## Democracy



## Rule of Law



## Individual Liberty



## Respect & Tolerance

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

## British Values Mapping



Democracy



Rule of Law



Individual Liberty



Respect & Tolerance

	CYCLE 1: Philosophy, Religion and ethics.	CYCLE 2: British Values	CYCLE 3 : Personal development
Year 7 (15 lessons)	<p>Philosophy and Ethics</p> <p>Respect and tolerance of religious and non-religious viewpoints.</p> <p>Morality: How do I make moral decisions? How should I treat people?</p> <p>Pillars of St James</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Reflection of own beliefs and values.</p>	<p>Our local community (including campaign for education and equality)</p> <p>Respect and tolerance of religious and non-religious viewpoints.</p> <p>Prejudice and discrimination</p> <p>Pillars of St James</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Reflection of own beliefs and values.</p> <p>Power of campaigning and protesting.</p> <p>Understanding of Christians ethics underpinning British laws and values.</p>	<p>Healthy Me</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Legislation regarding online safety, grooming, age of consent</p> <p>Debate skills</p> <p>Understanding individual liberty- consent, harassment, and positive wellbeing.</p> <p>Power of campaigning and protesting.</p>



		LORIC (6 Lessons)	
<p><b>Year 8</b> <b>(15 lessons)</b></p>	<p>Abrahamic Religions: Britain's biggest religions- Christianity and Islam</p> <p>Respect and tolerance of religious and non-religious viewpoints.</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Understanding of Christians ethics underpinning British laws and values.</p> <p>Reflection of own beliefs and values.</p>	<p>Equality</p> <p>Respect and tolerance of religious and non-religious viewpoints.</p> <p>Stereotyping, LGBT rights,</p> <p>Racism, gender equality, faith equality, positive discrimination</p> <p>Power of campaigning and protesting.</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>British laws and values.</p> <p>Reflection of own beliefs and values.</p> <p>Social Justice</p>	<p>Healthy Relationships</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Legislation regarding grooming, exploitation, abuse, age of consent</p> <p>Debate skills</p> <p>Understanding individual liberty- consent, harassment, divorce, positive wellbeing</p> <p>Power of campaigning and protesting.</p>
<p><b>Year 9</b> <b>(15 lessons)</b></p>	<p>An Eastern Perspective: Buddhism and Hinduism</p> <p>Respect and tolerance of religious and non-religious viewpoints.</p>	<p>Democracy and politics</p> <p>Understanding the democratic process.</p> <p>Understanding our own and other nation's election process.</p>	<p>Healthy Me:</p> <p>Drugs and Alcohol</p> <p>Positive wellbeing.</p> <p>Legislation regarding grooming, exploitation,</p>

	<p>Pillars of St James</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Reflection of own beliefs and values.</p>	<p>Debating skills</p> <p>Importance of democracy and human rights</p> <p>Human rights legislation</p>	<p>abuse, county lines, legal and illegal substances</p> <p>Debate skills</p> <p>Understanding individual liberty- consent, abuse.</p> <p>Power of campaigning and protesting.</p>
<p><b>Year 10</b> <b>(10 lessons)</b></p>	<p>Alternative Beliefs</p> <p>Respect and tolerance of religious and non-religious viewpoints.</p> <p>Pillars of St James</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Reflection of own beliefs and values.</p>	<p>Human Rights</p> <p>Respect and tolerance of other's viewpoints.</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Genocide</p> <p>Human rights legislation</p> <p>British laws and values.</p> <p>Reflection of own beliefs and values.</p> <p>Careers</p>	<p>Sex and Relationships</p> <p>Legislation regarding grooming, age of consent, Forced marriage, rape, pornography, Nude photos</p> <p>Debate skills</p> <p>Understanding individual liberty- consent, harassment, nude photos, and positive wellbeing.</p> <p>Power of campaigning and protesting.</p>
<p><b>Year 11</b> <b>(10 lessons)</b></p>	<p>Ethics</p>	<p>Economic Responsibility</p> <p>Understanding of rights and responsibilities (including understanding</p>	<p>Sex and relationships</p> <p>Legislation regarding grooming, age of consent,</p>

	<p>Respect and tolerance of religious and non-religious viewpoints.</p> <p>Debating skills</p> <p>Pillars of St James</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Understanding of legislation regarding Abortion, euthanasia, stem cell research, cloning</p> <p>Reflection of own beliefs and values.</p> <p>Power of campaigning and protesting.</p> <p>Respect and tolerance of religious and non-religious viewpoints.</p> <p>Understanding of the Equality Act of 2010- No Outsiders.</p> <p>Understanding of Christians ethics underpinning British laws and values.</p>	<p>of how citizens can influence decision-making through the democratic process)</p> <p>Welfare system</p> <p>Legislation on gambling, debt repayment.</p> <p>Ethical consumerism</p> <p>Ethical consumerism debate</p> <p>Power of campaigning and protesting.</p>	<p>rape, pornography, Nude photos</p> <p>Debate skills</p> <p>Understanding individual liberty- consent, harassment, nude photos, and positive wellbeing.</p> <p>Power of campaigning and protesting.</p>
--	--	---	---

	Reflection of own beliefs and values.		
--	---------------------------------------	--	--

## CROSS CURRICULAR MAPPING

The PSHE and RSE curriculum has been mapped out to identify when topics are taught across the JBACC and all subjects at St James. This means we are able to build on previous content taught and ensure that all topics are covered with age appropriateness.

\*For more information, please request JBACC Audit documents

# MEDIUM TERM PLANS

	Topic	YEAR 7: Content Overview
<b>Autumn Term 1</b>	<b>Philosophy, religion and ethics</b>  <b>Philosophy and Ethics</b>	<ul style="list-style-type: none"> <li>✓ What is philosophy?</li> <li>✓ Who am I? Why am I here?</li> <li>✓ What do I believe? – Atheist, Agnostic and Theist</li> <li>✓ How do we know what is real? Plato’s Cave Analogy.</li> <li>✓ Are we really free? The Matrix theory, Adam and Eve.</li> <li>✓ Why is there evil in the world? The problem of Evil</li> <li>✓ What is the value of human life? Trolley problem</li> <li>✓ How do I make moral decisions? Absolute and relative morality.</li> <li>✓ How did I get here? – Teleological argument for the existence of God.</li> <li>✓ How did I get here? – Scientific. Can religion and science go hand in hand?</li> <li>✓ How should we treat our world? Stewardship/dominion.</li> <li>✓ What is Sustainability? Global development goals.</li> <li>✓ What is Sustainability? Religion and sustainability.</li> <li>✓ What can I do? Greta Thunburg.</li> <li>✓ How do I treat people? – Importance of kindness / what makes a good friend.</li> </ul>
<b>Spring Term 2</b>	<b>British Values</b>  <b>Local Community</b>  <b>/LORIC project</b>	<ul style="list-style-type: none"> <li>✓ Where do I belong? – groups, communities, race and diversity</li> <li>✓ Culture of St James &amp; Exeter</li> <li>✓ Comparative culture- A day in the life of...</li> <li>✓ Global campaign for education: Send my friend to school</li> <li>✓ Religious diversity in Exeter</li> <li>✓ Sikhs community in Exeter</li> <li>✓ Christian community in Exeter</li> <li>✓ Muslim community</li> <li>✓ Foodbanks/Homelessness</li> </ul> <p>The aims of these lessons are to promote the LORIC employability skills</p> <ul style="list-style-type: none"> <li>✓ Leadership</li> <li>✓ Organisation</li> <li>✓ Resilience</li> <li>✓ Initiative</li> <li>✓ Communication</li> <li>✓ The Career Pilot Pathway Planner</li> </ul>

<b>Summer Term 3</b>	<b>Personal Development</b>	<ul style="list-style-type: none"> <li>✓ Managing emotions – healthy and unhealthy strategies and importance of happiness</li> <li>✓ Life changes and strategies – dealing with stress</li> <li>✓ Body Image – media</li> <li>✓ Puberty including – wet dreams, erections, periods, menstruation, what is a penis, vulva, pleasure, masturbation</li> <li>✓ Puberty and mental health – body confidence</li> <li>✓ Diet and Hygiene – importance of exercise / tooth decay / cancer prevention / immunizations / vaccinations.</li> <li>✓ Sleep and work and life balance</li> <li>✓ Mental health stigmas – how self-esteem changes. Anxiety, stress, depression, self-harm, suicide – support available.</li> <li>✓ Managing media – Sex in the media</li> <li>✓ Healthy loving relationships - Delaying sexual activity, readiness, intimacy, alcohol and sex and why have sex</li> <li>✓ The Internet – Social media validation</li> <li>✓ Online gaming – Virtual reality, live streaming, safety, gambling and online app purchases</li> <li>✓ Online safety - Trolling, Age Ratings, Fake News and Conspiracy</li> <li>✓ Sex in the media – Imagery, Sexting, Porn, airbrushing, unrealistic expectations and impacts on self-esteem.</li> <li>✓ Harassment and Grooming – cyber bullying</li> <li>✓ Positive uses of social media – Instagram generation and KOOH</li> </ul>
	<b>Healthy me</b>	

	Topic	YEAR 8: Content Overview
<b>Autumn Term</b>	<b>Philosophy, Religion and Ethics</b>  <b>Abrahamic Religions: Britain’s biggest religions- Christianity and Islam</b>	<ul style="list-style-type: none"> <li>✓ Introducing Christianity</li> <li>✓ Beliefs about Jesus; birth, crucifixion, resurrection</li> <li>✓ Festivals: Easter</li> <li>✓ Christmas</li> <li>✓ Baptism (Sacraments)</li> <li>✓ Parables</li> <li>✓ Miracles</li> <li>✓ Jesus: Man or God evaluation</li>   <li>✓ Islam in Britain</li> <li>✓ Muhammad</li> <li>✓ 5 Pillars: Shahadah</li> <li>✓ Salah prayer</li> <li>✓ Zakah charity</li> <li>✓ Sawm fasting</li> <li>✓ Hajj pilgrimage</li> </ul>

<b>Spring Term</b>	<b>British Values</b>  <b>Equality</b>	<ul style="list-style-type: none"> <li>✓ Equality act 2010- No Outsiders.</li> <li>✓ Prejudice and discrimination- social justice</li> <li>✓ Gender Identity, Biological sex Sexual Orientation</li> <li>✓ Lily: A Transgender story</li> <li>✓ LGBT equality UK history- today</li> <li>✓ LGBT rights around the world</li> <li>✓ Gender equality</li> <li>✓ Malala</li> <li>✓ Racism: Stephen Lawrence</li> <li>✓ Black lives matter</li> <li>✓ Faith discrimination</li> <li>✓ Disability &amp; Positive Discrimination</li> <li>✓ Support Networks</li> <li>✓ Responding to bullying / peer on peer abuse</li> </ul>
<b>Summer Term 1</b>	<b>Personal development</b>  <b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>✓ Confidence &amp; Self-Image</li> <li>✓ Media &amp; Body Image</li> <li>✓ Social Media – reality vs validation</li> <li>✓ What Is A Healthy Relationship – compassion and respect, what is a supportive friend</li> <li>✓ Identifying Negative Relationships – bullying, relationship break down, loss and separation, divorce, bereavement and how to respond</li> <li>✓ Managing Conflict</li> <li>✓ Grooming – exploitation, warning signs and how to access support</li> <li>✓ Abuse – harassment, domestic abuse and how to access support</li> <li>✓ Domestic abuse</li> <li>✓ Marriage and cohabitation – legal, forced and the law</li> </ul>

		<b>YEAR 9: Content Overview</b>
<b>Autumn Term</b>	<b>Philosophy, Religion and Ethics</b>  <b>An Eastern Perspective: Buddhism and Hinduism</b>	<ul style="list-style-type: none"> <li>✓ Indian history and culture</li> <li>✓ Beliefs about Brahma</li> <li>✓ Creation</li> <li>✓ Puja</li> <li>✓ Gods</li> <li>✓ Mandir</li>   <li>✓ The Buddha</li> <li>✓ 3 Marks of Existence</li> <li>✓ Samsara</li> <li>✓ Nirvana</li> <li>✓ Right Action/karma</li> <li>✓ Meditation</li> <li>Being a Buddhist</li> </ul>

<p><b>Spring Term</b></p>	<p><b>British Values</b></p> <p><b>Democracy and politics</b></p>	<ul style="list-style-type: none"> <li>✓ Political spectrum</li> <li>✓ Parties &amp; Ideologies</li> <li>✓ British values and politics</li> <li>✓ Proportional Representation</li> <li>✓ Voter Age</li> <li>✓ Structure of parliament</li> <li>✓ How laws are made</li> <li>✓ Government (PM, cabinet and ministers) and the separation of powers</li> <li>✓ Taxes and spending – inc welfare etc</li> <li>✓ The judiciary – link to the separation of powers and go into the difference between civil and criminal law</li> <li>✓ Role of the media</li> <li>✓ Pressure Groups</li> <li>✓ Right to protest – examples of changes – should we break the law</li> <li>✓ The UK's role in the World – UN, EU, NATO, Commonwealth</li> </ul>
<p><b>Summer Term</b></p>	<p><b>Personal development</b></p> <p><b>Drugs and Alcohol</b></p> <p><b>Positive wellbeing</b></p>	<ul style="list-style-type: none"> <li>✓ What is a drug and legal drugs – Law</li> </ul> <p>Drugs include: medicines, antibiotics, prescription steroids, nicotine, e-cigs, vaping, shisha, energy drinks, alcohol and caffeine.</p> <ul style="list-style-type: none"> <li>✓ Illegal drugs and impacts – Short, long term and classification.</li> </ul> <p>Drugs include: Cannabis, CBT products, new psychoactive substances, ecstasy, heroin, LSD, MDMA, ketamine, Cocaine, Spice, nitrous oxide.</p> <ul style="list-style-type: none"> <li>✓ Legal consequences – Family, community, lifestyles and victims of drugs, including alcohol in society.</li> <li>✓ The war on drugs - County lines, gang culture, grooming, links to knife crime and who is at risk</li> <li>✓ Drugs in the media – Celebrities and case studies including festivals and nitrous oxide. <ul style="list-style-type: none"> <li>✓ How can we look after our mental health. Who can help us?</li> <li>✓ Doing things that make us feel better.</li> <li>✓ Diet and exercise.</li> <li>✓ Building inner confidence.</li> <li>✓ Asking for what you need ( assertiveness vs aggressive/passive)</li> <li>✓ Consent</li> <li>✓ Sex, contraception and pregnancy</li> <li>✓ Sexual harassment</li> </ul> </li> </ul>

<p><b>Topic</b></p>	<p><b>YEAR 10: Content Overview</b></p>
---------------------	---



<b>Autumn Term</b>	<b>Philosophy, Religion and Ethics  Alternative beliefs</b>	<ul style="list-style-type: none"> <li>✓ Paganism</li> <li>✓ JWs</li> <li>✓ Scientology</li> <li>✓ What is a cult?</li> <li>✓ Humanism</li> <li>✓ Religious Equality</li> </ul>
<b>Spring Term</b>	<b>British Values  Human rights</b>	<ul style="list-style-type: none"> <li>✓ Human Rights and British Values</li> <li>✓ Faith Persecution – Anti-Semitism and radicalisation</li> <li>✓ Pressure groups, political activism, cults, terrorism and extremism</li> <li>✓ Conspiracy, fake news and critical thinking</li> <li>✓ LGBT</li> <li>✓ FGM – sex and the law</li> <li>✓ Morals and the law – Politics, extremism far left and right, radicalisation process and how does counter terrorism works.</li> <li>✓ Holocaust (Remembrance) – anti-Semitism</li> <li>✓ Vietnam and Cambodia</li> <li>✓ Amnesty International</li> </ul>
<b>Summer Term</b>	<b>Personal development  Sex and relationships</b>	<ul style="list-style-type: none"> <li>✓ Respectful and loving relationships – including forced marriage, legal status and benefits of marriage.</li> <li>✓ Contraception and STIs revisited – including hygiene.</li> <li>✓ Consent and intimacy – Why do we have sex, sex in the media, waiting, positive relationships, images, alcohol pregnancy, unplanned, role of a parents, emotional and social consequences, miscarriages and teenage pregnancy and peer pressure.</li> <li>✓ LGBTQ – mental health and positive self esteem</li> <li>Grooming, manipulation, coercion and persuasion – How to spot it, what to do, online safety and victim blaming</li> </ul>

<b>Topic</b>	<b>YEAR 11: Content Overview</b>
--------------	----------------------------------

<p><b>Autumn</b> <b>Term</b></p>	<p><b>Philosophy, Religion and Ethics</b>  <b>Ethics</b></p>	<ul style="list-style-type: none"> <li>✓ Abortion</li> <li>✓ Stem Cell Research</li> <li>✓ Euthanasia</li> <li>✓ Animal Rights</li> <li>✓ Bodily autonomy</li> <li>✓ Death penalty</li> <li>✓ Cloning</li> </ul>
<p><b>Spring</b> <b>Term</b></p>	<p><b>British Values</b>  <b>Economic responsibility</b></p>	<ul style="list-style-type: none"> <li>✓ Finance – Income, savings and borrowing, tax, credit cards, mortgages, pay day loans, debt, bank accounts, value of money and understanding a payslip.</li> <li>✓ Careers and Budgeting – life as an adult, exploring careers, economy, public vs private sector and types of employment.</li> <li>✓ Careers and Budgeting - Benefit system, homelessness and food banks, worker rights and trade unions.</li> <li>✓ Fairtrade and economies around the world - importance of buying local and foreign currency.</li> <li>✓ Finance Online – online gambling, targeted advertising, savvy consumer of the internet and consumer protection</li> </ul>
<p><b>Summer</b> <b>Term</b></p>	<p><b>Personal development</b>  <b>Sex and Relationships</b></p>	<ul style="list-style-type: none"> <li>✓ Revisiting Healthy Relationships - What is a healthy relationship,</li> <li>✓ Revisiting self-confidence - Bullying harassment (HBT), the law, porn reality and myths, body confidence and abuse.</li> <li>✓ Mental health</li> <li>✓ Do's and don'ts of sex</li> <li>✓ Identities and the equality act</li> <li>✓ Revenge porn</li> <li>✓ Coercive control</li> </ul>

## KEY VOCABULARY

Key vocabulary will be shared with parents at the beginning each assessment cycle along with information about what students will be covering in the upcoming units. We believe this is important, not only to keep communicate effectively with parents, but also so that they have the opportunity to discuss any key terms at home before lessons are delivered in school (appendix 1).

## SAFE AND EFFECTIVE PRACTICE

We will ensure a safe learning environment by consistently applying the St James behaviour policy, with special emphasis on respect and listening. Distancing techniques such as, case studies and examples, are used to limit the distress that may be caused to pupils who are personally affected by the topics covered.

All JBACC classes are seated according to the decision of the teacher, these seating plans are an important tool as they identify students who have SEND and safeguarding needs, allowing the teacher to support the students in these key groups in their understanding. During the SRE units students are permitted to move into gender based groupings / seating plans in order to feel comfortable when discussing sensitive topics.

Pupils' questions will be answered by JBACC teachers in a sensitive and honest manner, where the teacher feels unable to answer the question they will refer the student to the JBACC lead or to student support.

During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play. All concerns will be logged using CPOMS and all JBACC teachers will seek the guidance of the PSHE lead, Liz McCloskey

## SAFEGUARDING

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead, Mark Barlow, if they have any concerns. We have also developed a safeguarding information curriculum map so that the safeguarding team can anticipate any issues that may arise and discuss this with teachers and the student before lessons are delivered.

Visitors/external agencies which support the delivery of RSE will be required to sign in have an up to date DBS, not be left alone with students and report any disclosures to the DSL or PSHE Lead.

## SAFEGUARDING INFORMATION CURRICULUM MAP

We are aware that some students might find topics covered in our lessons incredibly different and therefore we have mapped out sensitive topic areas for our safeguarding team to track so they are able to prepare students or give them a timeout pass if appropriate.

	Cycle 1	Cycle 2	Cycle 3
7	<b>Philosophy, Religion and Ethics</b>  Death / Afterlife  Bereavement  Crime	<b>British Values</b>  Homelessness  Discrimination  Bullying	<b>Personal Development</b>  Emotions  Body image  Puberty  Diet  Hygiene  Depression  Sex in media  Peer pressure  Online gaming  Trolling  Sexting  Grooming  Harassment
8	Islamophobia  Extremism	Islamophobia  Homophobia  Transphobia  Biphobia  Racism  Islamophobia  Disability  Gender Equality	Relationships  Divorce  Bereavement  Grooming  Toxic Trio  Abuse / DV  Consent  Sexual Health  LGBT
9	Death/bereavement		Drugs  Victims of drugs  County Lines

			Knife crime Grooming Contraception Pregnancy Gambling Stress and anxiety
10	Death/bereavement	Human rights Genocide	Forced Marriage STI's Contraception Consent LGBT Grooming Forced Marriage FGM Honour violence Child Abuse LGBT
11			Consent Sexual harassment

## ENGAGING STAKEHOLDERS

Parents are informed about the policy through the St James newsletter, regular email updates and the parent surveys. The policy will also be available to parents through the school website. We are committed to working

with parents and carers by taking feedback on this policy. We work closely with parents to ensure that they are fully aware of what is being taught each assessment cycle, notify parents and carers when RSE will be taught and attend parents of St James meeting annually to discuss the curriculum and get feedback (appendix 1).

### **Right to withdraw your child**

Parents and carers do not have the right to withdraw 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 parents and carers do not want their child to take part in some or all of the Sex Education lessons they can ask that they are withdrawn by submitting a formal request to the Head Teacher (appendix 2). The Head Teacher of St James will consider this request and discuss it with the parents and carers, and will grant this in all but exceptional circumstances, up until three school terms before the student turns 16. At this age, the child can choose to receive Sex Education if they would like to, and St James will arrange for your child to receive this teaching in one of those three terms (unless there are 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 and this will be revisited as part of our JBACC curriculum.

Governors will be informed of the RSE policy and curriculum through presentation by the JBACC lead and parents will be given the opportunity to consult if they wish to do so.

Students will be consulted on regularly through student voice questionnaires at the end of each assessment cycle.

## **MONITORING, REPORTING AND EVALUATION**

Teachers will critically reflect on their work in delivering JBACC through discussion in departmental meetings and as part of the assessment cycle. Students will be assessed and student voice will be collected, then staff will evaluate the effectiveness of learning within the units and make any changes necessary. Reports will be sent home to parents in line with the schools policy.

## APPENDIX 1: COMMUNICATION HOME

### Year 7: Communication Home

Dear Parents/Guardians,

I am writing to inform you of the content of this term's topic 'Personal development.'

Next week, all year 7 pupils will begin the 'Health and Me' topic. In this topic, pupils explore how they may manage emotions and mental health stigmas. They will think about strategies to help with any life changes. Pupils will also reflect on their body image, diet, hygiene and life balance, as well as learning about changes occurring during puberty. We will also be covering 'Online Safety'. The students will think about the positive and negative uses of the internet and why it is important to use it safely. Pupils will learn about sensitive issues such as sexting, grooming etc. and the importance of age ratings so they are able to make informed decisions to keep themselves safe whilst using the internet.

A list of key vocabulary that will be covered during this assessment cycle can be found in the knowledge organiser and you are welcome to discuss these with your son/daughter beforehand if you wish to do so.

If you have any concerns or would like to discuss this further please do not hesitate to contact me

[EMM@stjamesexeter.co.uk](mailto:EMM@stjamesexeter.co.uk)

Thank you

### Year 8: Communication Home

Dear Parents/Guardians,

I am writing to inform you of the content of this term's topic 'Personal Development'. Pupils will reflect upon issues such as confidence and self-image, whilst thinking about how the media and social media can impact both of these. Students will think about how to identify positive and negative relationships as well as looking at sensitive issues such as grooming, abuse and consent. Pupils will also spend a series of lessons looking at different types of contraception and learning about sexually transmitted infections.

A list of key vocabulary that will be covered during this assessment cycle can be found in the knowledge organiser and you are welcome to discuss these with your son/daughter beforehand if you wish to do so.

If you have any concerns or would like to discuss this further please do not hesitate to contact me.

[EMM@stjamesexeter.co.uk](mailto:EMM@stjamesexeter.co.uk)

Thank you

### Year 9: Communication Home

Dear Parents/Guardians,

I am writing to inform you of the content of this terms topic 'Personal development' in which pupils will be learning about how to make healthy choices in life. They will learn what a drug is and look at a range of illegal drugs and their impacts. Pupils will understand the legal consequences associated with illegal drugs and explore examples of drugs in the media. Students will also learn about sex and contraception and understand the meaning and importance of consent in different situations.

A list of key vocabulary that will be covered during this assessment cycle can be found in the front of the booklets and you are welcome to discuss these with your son/daughter beforehand if you wish to do so.

If you have any concerns or would like to discuss this further please do not hesitate to contact me.

[EMM@stjamesexeter.co.uk](mailto:EMM@stjamesexeter.co.uk)

Thank you

### Year 11: Communication Home

Dear Parents/Guardians,

I am writing to inform you of the content of this terms topic 'Personal development' in which the students will be revisiting their learning on forming positive and healthy relationships. This will include learning about our rights and safety including the laws around coercion, revenge porn and harassment.

A list of key vocabulary that will be covered during this assessment cycle can be found in the front of the booklets and you are welcome to discuss these with your son/daughter beforehand if you wish to do so.

If you have any concerns or would like to discuss this further please do not hesitate to contact me

[EMM@stjamesexeter.co.uk](mailto:EMM@stjamesexeter.co.uk)

Thank you



Application - Parents Rights to Withdraw JBACC	
<b>Students Name:</b>	<b>Tutor Group:</b>
<b>List of specific topics which you would like your child removed from:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<b>Reasons for wanting to withdraw:</b>	
<p>From September 2020 the guidance document '<i>Relationships Education, Relationships and Sex Education and Health Education (RSHE): statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers</i>' will become statutory and parents / carers do not have the right to withdraw from Health Education or the Relationships Education element of Relationships and Sex Education and this is compulsory.</p>	<b>Parent Name:</b>
<b>Please email to: <a href="mailto:Headteacher@stjamesexeter.co.uk">Headteacher@stjamesexeter.co.uk</a></b>	

