

# Parent Consultation Meetings

Monday 21<sup>st</sup> September (EP/Pathway 1 Consultation)

*(ASD/Pathway 2 & Core/Pathway 2 to be held: 22/9 & 23/9, Respectively)*



Relationships  
Education,  
Relationships and  
Sex Education (RSE)  
and Health Education

Essential guidance for governing bodies,  
primary schools, local authorities, other public bodies  
and Victorian schools, universities



Northgate School Arts College

PfA: (PSHCE, Life Skills, Learning for Life, Wellbeing,  
Character, FBV & RSE)

Curriculum Statement

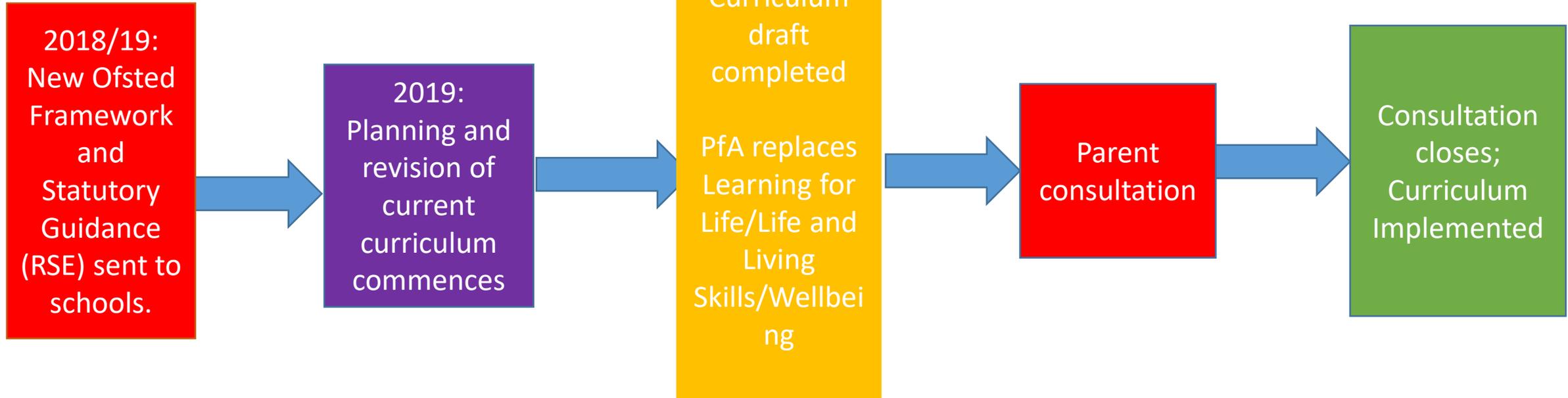
2020/2021



# This consultation meeting will cover:

1. *The national picture and overview of the statutory changes*
2. *The Northgate Picture: explanation of our revised bespoke 'Pathway Structured' Preparation for Adulthood curriculum offer.*
3. *Review of the 3 areas of learning ('walkthru'):*  
*Relationships      Living in the Wider World      Health and Wellbeing*
4. *Mapping the curriculum: Intent, Implementation, Impact ('walkthru')*
5. *The importance of the EHCP*
6. *Key documents: an overview of what teachers will see and use to support delivery*
7. *Any questions*

The Process of **meeting** the expectations of new guidance.



# RSE Expectations: Families

## **Families**

- That there are different types of committed, stable relationships
- How this relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including its legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
- How to determine whether other children, adults or sources of information are trustworthy
- Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships)
- How to seek help or advice, including reporting concerns about others if needed

# Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalize non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

# Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

# Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g., pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

# Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices the make in sex and relationships, positively or negatively (e.g., physical, emotional, mental, sexual and reproductive health and wellbeing)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy, including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment

# PREPARATION FOR ADULTHOOD: TEACHING & LEARNING, PEDAGOGY AND ASSESSMENT.

Handbook for Delivery, September 2020

## [Abstract](#)

A Guide to teaching PFA: Personal Social Health Citizenship Economic Education,(PSHCE), Life Skills/Learning for Life, Wellbeing, Character Education, Social Moral Spiritual Education & (SMSC), Fundamental British Values (FBV)



## Northgate School Arts College

PfA: (PSHCE, Life Skills, Learning for Life, Wellbeing, Character, FBV & RSE)

### Curriculum Statement

2020/2021



PSHE  
Association



## Clear Intent & Assessment

### Year 7 Pathway 1 (EP)

Intent: Year 7 needs to consolidate prior learning and knowledge, and ensure that accurate assessment is conducted in order to know where there are significant gaps. PFA: PSHCE in Year 7 should define the scheme for the learner, and introduce new terms that pupils will encounter over the next 5 years. Year 7 PFA: PSHCE must combine the teaching of new and age-related content, whilst understanding that scaffolding and other appropriate learning aids are needed to implement the start of a spiralled curriculum. Year 7 teaching is the gateway to PFA and incorporates elements of both primary and secondary concepts. Staff should use the 'The Big Questions' to frame learning, and create opportunities for well-planned, well-taught, relevant content that is underpinned by the needs outlined on each child's Education Health and Care Plan. Assessment of progress in PFA should also be fed into annual reviews, and experiences should be personalised to meet the statutory needs of every learner (no more mass shopping trips or group walks, if the child can already shop or travel independently!) PFA is a MUST equip pupils for adulthood in a meaningful and productive way. Pupils on this Pathway should follow the 'Primary/PFA' 'BIG QUESTIONS' strand of learning.

Baseline Assessment: ALL children should complete a BASELINE ASSESSMENT at the beginning of each module. Staff should read each pupil's Education Health and Care Plan BEFORE sessions commence. From this, Baseline and interim Assessments can take the form of: 1. Verbal questions led by an adult 2. Quizzes to check prior knowledge 3. A class mind map (this can be done in small groups or a whole class, but evidence of each pupil's starting points must be recorded clearly and stored under individual names in individual assessment files. **Assessment over time:** Staff will use the PFA Assessment tool and set criteria to track progress and next steps. Staff will also explicitly refer to the Preparation for Adulthood statements and use them to achieve an accurate summation of pupils' progress.

Year group/Term:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Baseline Assessment	<p>Health and Wellbeing</p> <p>Core Themes:</p> <ul style="list-style-type: none"> <li>Self-Concept and self-care</li> <li>Mental Health and emotional wellbeing</li> <li>Healthy Lifestyles</li> <li>Drugs, alcohol and tobacco.</li> <li>Managing risk and Personal Safety</li> <li>Sexual Health and Identity.</li> </ul> <p>SEND Self-concept STRANDS: Self-Care, Support and Safety Mental health and emotional wellbeing Managing Feelings Healthy Lifestyles</p>	<p>Living in the Wider World/PFA</p> <p>Core Themes:</p> <ul style="list-style-type: none"> <li>Learning Skills</li> <li>Choices and Pathways</li> <li>Life and Independence skills</li> <li>rights and responsibilities</li> <li>Social Communication</li> <li>Safety and Travel</li> <li>Community</li> </ul> <p>Learning skills STRANDS Self-Awareness Choices and pathways Self-Awareness Work and career Self-Awareness, Self-Care, Support and Safety; Healthy</p>	<p>Relationships</p> <p>Core Themes:</p> <ul style="list-style-type: none"> <li>Positive Relationships</li> <li>Relationship Values</li> <li>Forming and maintaining respectful relationships</li> <li>Social Influences.</li> </ul> <p>Positive relationships STRANDS Changing and Growing Relationship values Changing and Growing Forming and maintaining respectful relationships Managing Feelings Consent Self-Care, Support and Safety; Managing Feelings; Changing and Growing</p>	<p>Health and Wellbeing</p> <p>Core Themes:</p> <ul style="list-style-type: none"> <li>Self-Concept, self-care and personal safety</li> <li>Mental Health and emotional wellbeing</li> <li>Healthy Lifestyles</li> <li>Drugs, alcohol and tobacco.</li> <li>Managing risk and Personal Safety</li> <li>Sexual Health and Identity.</li> </ul> <p>SEND Self-concept STRANDS: Self-Care, Support and Safety Mental health and emotional wellbeing Managing Feelings Healthy Lifestyles; Self-Care, Support and Safety</p>	<p>Health and Wellbeing</p> <p>Core Themes:</p> <ul style="list-style-type: none"> <li>Positive Relationships</li> <li>Relationship Values</li> <li>Forming and maintaining respectful relationships</li> <li>Consent</li> <li>Contraception and parenthood</li> <li>Social Influences.</li> </ul> <p>Positive relationships STRANDS Changing and Growing Relationship values Changing and Growing Forming and maintaining respectful relationships Managing Feelings Self-Care, Support and Safety; Managing Feelings; Changing and Growing</p>	<p>Living in the Wider World/PFA</p> <p>Core Themes:</p> <ul style="list-style-type: none"> <li>Learning Skills</li> <li>Choices and Pathways</li> <li>Work and Career</li> <li>Employment rights and responsibilities</li> <li>Financial Choices</li> <li>Media Literacy and digital resilience</li> </ul> <p>Learning skills STRANDS Self-Awareness Choices and pathways Self-Awareness Work and career Self-Awareness Employment rights and responsibilities Self-Awareness Financial choices Self-Awareness Media literacy and</p>

Core Themes within the 3 focus areas

Year 7 EP		Living?		Who is special to us?		What can we do with money?	
Content:	<p><b>BQ: What is transition?</b></p> <p><i>Prj:</i> no equivalent</p> <p>Sec: Transition and safety transition to secondary school and personal safety in and outside school, including first aid (BASELINE ASSESSMENT)</p>	<p><b>BQ: What is the same and different about us</b></p> <p><i>Prj:</i> Ourselves and others; similarities and differences; individuality; our bodies</p> <p>Sec: Diversity Diversity, prejudice, and bullying</p>	<p><b>BQ: Who is special to us?</b></p> <p><i>Prj:</i> Ourselves and others; people who care for us; groups we belong to; families</p>	<p><b>BQ: What can we do with money?</b></p> <p><i>Prj:</i> Money; making choices; needs and want</p> <p><b>BQ: What jobs do people do?</b></p> <p><i>Prj:</i> People and jobs; money; role of the internet</p>			
Knowledge:	<p>Sec: • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • • how to identify personal strengths and areas for development • Self- regulation Zones of regulation to support mood and wellbeing. *personal safety</p>	<p><i>Prj:</i> what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • <b>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</b></p> <p>recognise and respond to inappropriate and unwanted contact • about personal hygiene • Communicating to a trusted adult, if we need the toilet • importance of adjusting clothing to use the toilet, and understanding why it is important to be 'dressed' when leaving the toilet • Understanding importance of privacy in the toilet • Understanding reasons for</p>	<p><i>Prj:</i> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including dialling 999 in an emergency and what to say.</p> <p><b>Bespoke/small group:</b></p>	<p><i>Prj:</i> Ourselves and others; people who care for us; groups we belong to; families</p> <ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it</li> </ul> <p><i>Prj:</i> • what money is – that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this</p> <p>Sec: • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in</p>			
Skills:	<p><i>Prj:</i> refs: H1, H2, H30, H33, R13, L1, L2</p> <p>SEN <i>Prj:</i></p>	<p>Sec: <i>Prj:</i> refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p> <p>Ref to Northgate PFA Overview descriptors.</p>	<p><i>Prj:</i> <i>Prj:</i> refs: H21, H22, H23, H25, R13, R23, L6, L14</p> <p>Sec: <i>Prj:</i> refs: R3, R38, R39, R40, R4</p>	<p><i>Prj:</i> <i>Prj:</i> refs: H33, H35, H36, R15, R20, L5</p> <p><i>Prj:</i> <i>Prj:</i> refs: L15, L16, L17, L7, L8</p>	<p><i>Prj:</i> <i>Prj:</i> refs: L10, L11, L12, L13</p> <p><i>Prj:</i> <i>Prj:</i> refs: L15, L16, L17, L7, L8</p>	<p>ut identity, rights responsibilities • living in a diverse y • how to nge prejudice, types and</p>	

Topics framed in 'Big Questions'

Primary and secondary content choices for EP

Clearly mapped Content, Knowledge & Skills

Identified 'bespoke' learning

## Year 7 Pathway 2 (ASD)

Intent: Year 7 needs to consolidate prior learning and knowledge, and ensure that accurate assessment is conducted in order to know where there are significant gaps. PfA: PSHCE in Year 7 should define the scheme for the learner, and introduce new terms that pupils will encounter over the next 5 years. Year 7 PfA: PSHCE must combine the teaching of new and age-related content, whilst understanding that scaffolding and other appropriate learning aids are needed to implement the start of a spiralled curriculum. Year 7 teaching is the gateway to PfA and incorporates elements of both primary and secondary concepts. Staff should use the 'The Big Questions' to frame learning, and create opportunities for well-planned, well-taught, relevant content that is underpinned by the needs outlined on each child's Education Health and Care Plan. Assessment of progress in PfA should also be fed back into annual reviews, and experiences should be personalised to meet the statutory needs of every learner (no more mass shopping trips or group walks, if the child can already shop or travel independently!) PfA is a MUST equip pupils for adulthood in a meaningful and productive way. **Pupils should be taught using ASD tools and visual cues to support the securing of more abstract concepts. More sensitive content MUST take the pupils' ASD into account, and may mean that such content is taught exclusively by a medical professional: such as the school nurse, PSA or peripatetic counsellor. In such cases where sensitive content cannot feasibly be taught to a whole class, staff should default to the Pathway 1 'Big Question' (See P1 map) as content, skills and knowledge are covered and meet the objective of the term's teaching focus, but take into account the developmental needs of some ASD pupils.**

Assessment: **Baseline Assessment:** ALL children should complete a BASELINE ASSESSMENT at the **beginning** of each module. Staff should read each pupil's Education Health and Care Plan BEFORE sessions commence. From this, Baseline and interim Assessments can take the form of: 1. Verbal questions led by an adult 2. Quizzes to check prior knowledge 3. A class mind map (this can be done in small groups or a whole class, but evidence of each pupil's starting points must be recorded clearly and stored under individual names in individual assessment files. **Assessment over time:** Staff will use the PfA Assessment tool and set criteria to track progress and next steps. Staff will also explicitly refer to the Preparation for Adulthood statements and use them to achieve an accurate summation of pupils' progress.

## Year 7 Pathway 3 (Core)

Intent: Year 7 needs to consolidate prior learning and knowledge, and ensure that accurate assessment is conducted in order to know where there are significant gaps. PfA: PSHCE in Year 7 should define the scheme for the learner, and introduce new terms that pupils will encounter over the next 5 years. Year 7 PfA: PSHCE must combine the teaching of new and age-related content, whilst understanding that scaffolding and other appropriate learning aids are needed to implement the start of a spiralled curriculum. Year 7 teaching is the gateway to PfA and incorporates elements of both primary and secondary concepts. Staff should use the 'The Big Questions' to frame learning, and create opportunities for well-planned, well-taught, relevant content that is underpinned by the needs outlined on each child's Education Health and Care Plan. Assessment of progress in PfA should also be fed back into annual reviews, and experiences should be personalised to meet the statutory needs of every learner (no more mass shopping trips or group walks, if the child can already shop or travel independently!) PfA is a MUST equip pupils for adulthood in a meaningful and productive way. **More sensitive content MUST take the pupils' ability into account, and may mean that such content is taught exclusively by a medical professional: such as the school nurse, PSA or peripatetic counsellor. In such cases where sensitive content cannot feasibly be taught to a whole class, staff should default to the Pathway 1 'Big Question' (See P1 map) as content, skills and knowledge are covered and meet the objective of the term's teaching focus, but take into account the developmental needs of some pupils.**

Assessment: **Baseline Assessment:** ALL children should complete a BASELINE ASSESSMENT at the **beginning** of each module. Staff should read each pupil's Education Health and Care Plan BEFORE sessions commence. From this, Baseline and interim Assessment can take the form of: 1. Verbal questions led by an adult 2. Quizzes to check prior knowledge 3. A class mind map (this can be done in small groups or a whole class, but evidence of each pupil's starting points must be recorded clearly and stored under individual names in individual assessment files. **Assessment over time:** Staff will use the PfA Assessment tool and set criteria to track progress and next steps. Staff will also explicitly refer to the Preparation for Adulthood statements and use them to achieve an accurate summation of pupils' progress.

Thanks for your time ...Any questions?

Consultation closes: 28<sup>th</sup> September, 2020.