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| **HRSE Audit** | **Curriculum Areas** |
| **Key Stage 3** | **Where and how delivered** |
| **Pupils should have the opportunity to learn to:**   * Recognise their personal strengths and how this affects their self-confidence and self-esteem. | RE: Year 9 - Unit 1: Christian Service and Responsibility/ Gifts and talents  RE: Year 7 - Unit 1: Community/ Different types of community.  MFL: Y7 Module 1, unit 4 – describing self to others. Y8 Module 3, unit 1 – describing qualitites & faults.  SWI: Yr 7 autobiography SOW forest school, Orchard programme. |
| * Understand that their and others uniqueness, value and dignity derives from God and understand the respect that they should have for themselves and others. | RE: Year 9 - Unit 1: Christian Service and Responsibility. The Parable of the Talents, Being Human, Rules and Responsibilities, Vocation.  RE: Year 7 - Unit 5: Lent & Easter  Creation and Pentecost, Life as a gift from God.  SWI: Y8 Love & relationships (SOW) poetry. Collective worship, reflections. |
| * Know that they are responsible for their own behaviour and how they interpret their conscience. | RE: Year 7 - Unit 5: Creation and Pentecost  Who we are.  H&SC: Year 7 – Passwords and social networking, 8 – scams and staying safe online, 9 – Copyright and plagiarism (Sept).  HIST: Behaviour system used each lesson.  SWI: Orchard. Y9 pupil behaviour analysis programme.  D&T: B4L applied.  ART: Following B4L procedures in class. |
| * Understand the need for reflection to facilitate personal growth and that prayer can be part of the reflection. | RE: Year 7 - Unit 6: Prayer/ types of Prayer.  SWI: Review Days. Collective worship reflections.  ART: This is not in Art but is included in form time. |
| * Develop a growing sense of purpose and recognise how the values and beliefs they live by can drive this purpose. | RE: Year 9 – Unit 1: Christian Service and Responsibility  Personal Vocation.  MFL: Y9 Module 3 – talking about future plans.  SWI: Assemblies |
| * Recognise that the way in which they allow the opinions of others, peers and adults, to influence them can affect their confidence and self-esteem and that self-esteem can change with circumstances, such as those associated with family and friendships, achievements and employment. | RE: Year 7 - Unit 1: Community  Different communities  MFL: Y9 Module 2 – Health & well-being.  Talking about resolutions in terms of food & behaviours.  H&SC: Year 7 – Social networking, Y8 – staying safe online (Sept).  SWI: Blackpool Zoo well-being project. Orchard. Pupil behaviour analysis programme.  ART: Responding to and acting upon feedback (formal and informal) form peers and staff in the Art dept. |
| * Understand that maintaining their health, hygiene and wellness is part of developing their confidence and dignity. | SCI: Limited to balanced diet.  MFL – as above.  SWI: School nurse (assemblies).  D&T: Healthy eating in Y7, 8 & 9.  Food written as PSHE heading in all related work.  PE: Health is definitely covered at GCSE. |
| * Develop critical evaluations of images portrayed in different media and choose positive role models. | RE: Year 9 – Unit 2: Marriage and Family Life  Media and Sex.  H&SC: Year 7 –social networking, 8 –staying safe online, (Sept)  DRAMA: Y9 Image Day.  SOC: Mass media.  SWI: Social media/ staying safe on the internet ELDs.  D&T: Y9 Graphics – movie poster – discuss suitability of characters/images. |
| * Be responsible for their management of risk and their personal safety and recognise that some relationships can be harmful to them emotionally or physically. | RE: Year 9 – Unit 2: Marriage and Family Life  Media and Sex.  RE: Year 8 – Unit 4: Forgiveness and Reconciliation. Relationships.  H&SC: Year 7 –social networking, 8 –staying safe online, (Sept)  ART: Health and Safety procedures are correctly followed within the art classroom. |
| * Know where they can go for support to manage their relationships, including health services. * Understand how drugs and alcohol can change behaviour and impact upon relationships. | SWI: School nurse (assemblies), one to one sessions.  PE: This is covered in GCSE PE it is more related to who it impact a sports performer. We do cover the risks of both though and the impact it has upon your body. |
| * Recognise their responsibility for managing their own health and behaviour if using substances and recognising how they can impair judgement and become addictive. To discuss the virtues of moderation. | SWI: Support from LS. |
| * Know the Church’s teaching about the place of sexual intercourse within marriage, and recognise that this is a loving relationship. | RE: Year 9 – Unit 2: Marriage and Family  Family life and parenthood.  SWI: RE lessons. Assemblies. Collective worship sessions |
| * Link with the science curriculum, to know about human reproduction, how sexual activity can be a source of transmitting some infections and that barrier contraception can limit the spread of infections. * Understand about the nature and purpose of contraception and about the principles of shared responsibility in sex. | SCI: Start of Y8.  Activiate Kerboodle chapter 3 – reproduction.  SWI: School Nurse |
| * Know about the primacy of human rights and how to safely source support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored. | HIST: Magna Carta  SWI: LM & A2M support.  FT support. |
| * Understand what constitutes discrimination, why this infringes human dignity, and how to respond when being discriminated against or witnessing discrimination. | RE: Year 8 – Unit 5: Covenant  Rules and Laws  HIST: Slavery, Holocaust  SWI: Equal rights ELD. |
| * Know the risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM. |  |
| * Know the purpose and importance of immunisation and vaccination (HPV). | HPV Vaccine given. |
| * Identify the positive qualities they can bring to a range of relationships (e.g. team, class, family etc.) and how they can make their positive qualities habitual. | RE: Year 8 – Unit 4: Forgiveness and Reconciliation. Relationships.  RE: Year 9 – Unit 2: Marriage and Family  What makes a good marriage?  Sexual attraction and commitment.  MFL: Y8 Module 3. Qualities and faults.  SWI: Inter-form competitions.  Rewards system – relationships with staff. |
| * Recognise that relationships can arouse strong feelings and that sexual attraction may be one of these feelings. | RE: Year 9 – Unit 2: Marriage and Family  Sexual attraction and commitment.  Love.  SWI: Y8 love & relationships poetry. |
| * Identify what they see as a stable relationship. Is it characterised by trust, purpose, kindness, mutual respect, fairness and appreciation? * Reflect on how literature, drama and other forms of media use conflict in relationships to create dramatic tension, are these features that make a relationship positive? | RE: Year 9 – Unit 2: Marriage and Family  What makes a good marriage?  Sexual attraction and commitment.  MFL: Y8 Module 3 – Unit 2.  Talking about why they do/don’t get on with people.  SWI: Assemblies.  “Wonder” in Y8  “Face” in Y9 |
| * To notice the qualities of a good friend and ask when they are a good friend. * To relate this to the qualities they seek in a boyfriend or girlfriend. | RE: Year 8 – Unit 4: Forgiveness and Reconciliation. Relationships.  RE: Year 9 – Unit 2: Marriage and Family  Sexual attraction and commitment.  MFL: Y8 Module 3 – Qualities and faults.  SWI: Collective worship, reflections, assemblies. |
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