



JERSEY  
COLLEGE  
*for Girls*

**Aspire • Inquire • Excel • Belong**

# Personal, Social, Health, and Economic Education of young people

Relationships and Sex Education

&

Study Skills in preparation for Summer Exams

with Danielle Mynes, Head of PSHE

# PSHE in Year 8

- 1 hour per week with Ms. David and Mrs Mynes
- Statutory Requirement
- Updates on School Website and Termly Newsletter
- Letters sent home ahead of sensitive lessons/content being covered

# PSHE in Year 8

- Holistic throughout our daily interactions and centres around respect and kindness as part of the fabric of our school culture.
- Our Actions form our Habits, our Habits form our Character, and our Character forms our Society
- Tutor Program
- Assembly Program
- Activities across schools to build positive relationships
- Activities, subjects, lessons, assemblies to build resilience and empathy



## Lessons

1 hour timetabled lesson each week

### Autumn Term 1

- The role and influence of the media on lifestyle, including stereotypes and body image
- How to make informed choices about mental health and wellbeing matters, including healthy and unhealthy coping strategies
- How to identify and access help, advice and support

### Autumn Term 2

- How to make informed choices for the future
- How to develop employability skills.
- Identifying personal strengths and goal setting

### Spring Term 1

- How to manage personal finances, including budgeting and managing risk
- Voting and elections, and the role of politicians, to include a visit from States members
- The nature of rules and laws and the justice system

### Spring Term 2

- Respect and boundaries for both you and others with You Matter
- Understanding your own personal values in relation to Sex and Relationships
- Age-appropriate relationship expectations
- What is meant by consent and the law
- Introduction to the services offered by Brook Jersey

### Summer Term 1

- LGBTQ+ Terminology
- Importance of allyship and creating an inclusive community
- How to develop flexibility, resilience and metacognitive strategies to add revision
- How to manage exam pressures and promote positive mental health

### Summer Term 2

- How to respond in an emergency including administering first aid
- How to develop team working and leadership skills

## Tutor Programme



The Tutor Programme is delivered by Form Tutors during afternoon registration and through Lower School assemblies. Often, external guests are invited to deliver these assemblies to share their expertise with the students.

Each term there is a new theme to the Tutor Programme, the themes that will be covered this year include:

- Managing stress
- Encouraging empathy
  - Conflict resolution
- Why kindness matters
- Emotional intelligence

## VCJ Collaboration

1 half-day session per term  
a focus on the wheel of wellbeing. Aimed to help build resilience and positive mental health



### Activities may include:

- STEM Challenge
- Outdoor teamwork challenges
- Community service activities

# Supporting Young People

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media awareness and education
- Being safe
- Intimate and sexual relationships, including sexual health

# RSE Policy Principles

- Effective RSE strives to enhance the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values through discrete PSHE lessons, assemblies and the wider pastoral curriculum.
- RSE is not about the promotion of sexual activity.

At JCG, we seek to take an empowering and positive approach to relationships and sex education; we recognise that we have a duty to help our young people navigate the world and make safe and informed choices in their future relationships.

- Teaching pupils about relationships and sexual health is a statutory requirement of the Jersey curriculum and the Department for Education (England), outlines that “effective RSE does not encourage early sexual experimentation.
- Educating on RSE actually delays sexual activity. They feel more confident to decide when the right time for them is, to confidently say no and when they feel the time is right to consent and withdraw consent if they change their mind.
- It should teach young people to understand human sexuality and to respect themselves and others.
- It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.
- Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.”

# What We Know

- We know that young people are receiving intimate images, exposure to pornography, and that online spaces are becoming more dangerous. The ages of these experiences are getting younger due to social media.
- The PSHE curriculum is a spiral curriculum. We build year on year on the topics we cover so that content is age appropriate, responsive and developing alongside their ages and their experiences.
- We aim to be preemptive, proactive, and reactive. If we know there is incidents of vaping/ safety-online reports, we know we need to review our timeline or have more sessions earlier covering these areas. This means ensuring appropriate safe information is delivered at the right time.

# Ofsted's 2021 review on sexual abuse

Proportions of young people who reported an act of sexual harassment happened to themselves or their peers:

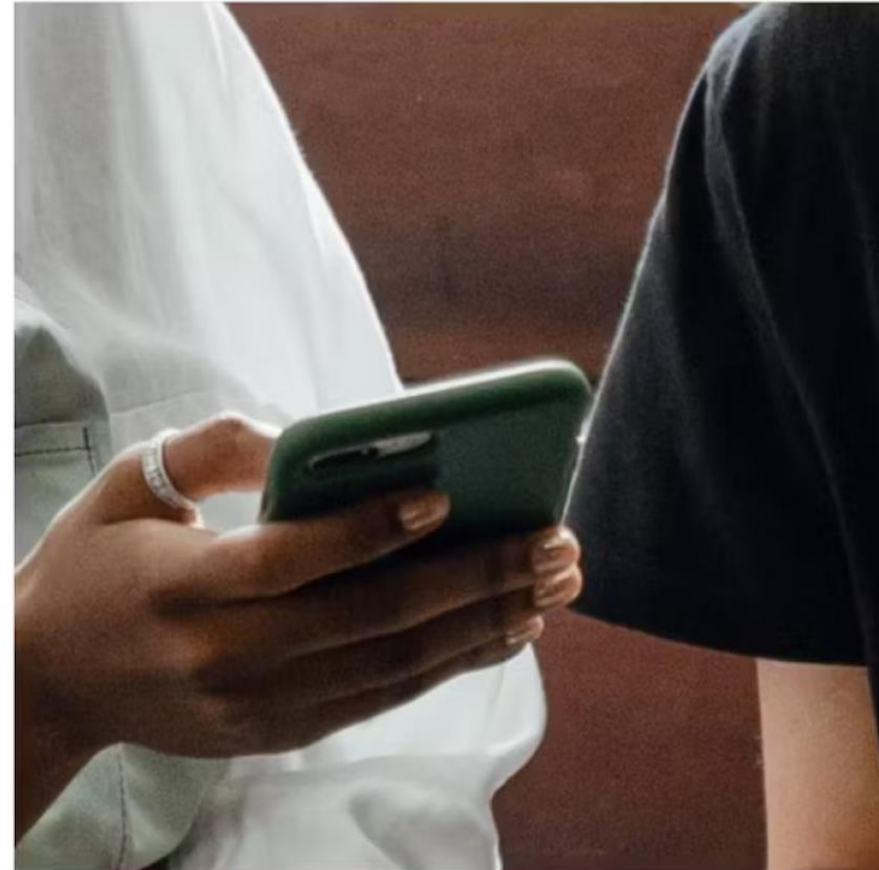
- *Being sent explicit images or videos they didn't want to see*  
**90%** of girls and **50%** of boys
- *Sexist name-calling*  
**92%** of girls and **74%** of boys
- *Sexual assault of any kind*  
**79%** of girls and **38%** of boys



# What's the context?

Of the boys and girls who received unwanted sexual content online or had their image shared without their consent:

- **More than half** did nothing
- **A quarter** told a friend
- **17%** reported to social media companies
- **5%** reported to parents
- **2%** reported the incident to school authorities



# What's the context?

The most frequent locations identified by students as places where sexual harm happens in school were:

- in the **toilets** (33%)
- on the **playground** (22%)
- and in **classrooms** (19%)

Online, most girls aged 12 to 18 had received an image of male genitalia, often from adult men who were strangers.



# Pornography: the context

Of the 1,000 young people surveyed, 64% had encountered online pornography

10% by age 9,  
27% by age 11,  
50% by age 13  
had viewed  
pornography

38% had come across accidentally; however, 50% sought for gratification, curiosity or to learn about sex

A fifth (21%) of males aged 16-21 viewed content at least once a day; compared to just 7% of girls

79% had encountered violent pornography before the age of 18, including coercive, degrading or pain-inducing acts

47% stated that girls 'expect' sex to involve physical aggression, and 42% stated that girls 'enjoy' it



For some school contexts - At JCG we prioritise RSE and actively train our staff, remain up to date, and actively seek student voice and feedback to ensure a robust and informed RSE provision

## What are the causes of the problem?

Lack of high-quality Relationships and Sex education

Gender norms and restrictive pressures on all genders

Silence about positive sexuality

Pupils perceive it to be a normal part of school life

Reinforcement of harmful attitudes through social media

Not enough time or training to address effectively

Distressing for schools to face the extent of the issue

Exposure to sexualised imagery and the porn industry

# Provision of RSE Program in Year 8

Relationship Values	Relationship Expectations	Consent	Positive Parenting	Emotional Wellbeing	LGBTQ+
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## What do the lessons look like?

- Ground rules establishing a safe space and respect
- Myth-busting & challenging previously held assumptions or ideas
- Scenario talk throughs and discussions/ Advice to a friend/What can they do?
- Accurate information about the situation and where the law stands
- Media Influences around these areas/ what we see on TV and Online can be misleading
- Signposting for support and where to get advice and support in school; website, Tutors, Head of School, DSL, and wider local and national agencies

Read the following list of issues someone is having with a partner in a romantic relationship. Discuss whether each is an issue which could be negotiated with effective communication, or whether it is contributing to a set of coercive controlling behaviours.

	Can be resolved with effective communication	Controlling behaviour
Their partner always wants to hang out together and messages to find out what they are doing when they aren't with them.		
Their partner overreacts to minor things.		
Their partner blocks important subjects they don't want to talk about.		
Their partner lies and can't be trusted.		
Their partner gets too close too soon.		
Their partner treats them or other people disrespectfully.		
Their partner makes regular "suggestions" on how to improve their appearance or life.		
Their partner always wants something from them.		
Their partner will never accept they're in the wrong – it's never their fault.		
Their partner is rude about their friends.		
Their partner manipulates things when they argue so sometimes they feel like they are going mad.		
They have an intuition or 'gut feeling' that this isn't a healthy relationship.		
Their partner sends them messages that make them feel uncomfortable.		
Their partner regularly demands to see their phone to 'prove they have nothing to hide'.		

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Read the statement and decide if you agree or disagree with it. If you think it depends, write what it would depend on in the middle column.

	Agree	Depends on...	Disagree
1. It is easy to discuss consent with a new partner			
2. Most people will be nervous about their first sexual experiences.			
3. The media tends to represent different genders equally and respectfully			
4. Representations of sex in the media are a good way to learn how to have 'good' sex.			
5. Some people send nudes because they are in a healthy, committed adult relationship and think it's a fun way to express their sexuality.			
6. Sending nudes can cause anxiety for the person who has sent the message even if there are no obvious negative consequences.			

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### True/false [Optional]

Go on, it'll be okay

I'm not sure...

I am, it'll be great!

Are you sure it's safe?

Of course its safe, everyone knows it's safe, you'll like it

I'm still not sure...

Look, you know I care about you. I'd never suggest doing anything that could hurt you. What's the matter? Don't you trust me?

### Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school



- Visit:
- A Better Medway: [www.abettermedway.co.uk](http://www.abettermedway.co.uk)
  - Brook: [www.brook.org.uk/help-advice](http://www.brook.org.uk/help-advice)
  - Childline: [www.childline.org.uk](http://www.childline.org.uk) 0800 1111

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### Sending nudes

Jasmin is 13. She met her partner, who is 15, online and they have been going out for three weeks.

She's sent them some pictures, but they keep hinting they'd like to see more of her body.



How might Jasmine be feeling?  
What might Jasmine be thinking?



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**The second person is feeling uncomfortable.**

**True or False**

**When the person asks 'don't you trust me?' this is not a fair question.**

**True or False**

**This is a healthy relationship.**

**True or False**

**The first person is not being fair.**

**True or False**

# Red flags: part one



What relationship red flags and warning signs are discussed in the film?

## Overheard conversations

Revisit your answers – is there anything you would add or change?

1. What is the difference between sexual orientation and gender identity?

“My mate started talking to me about gender and sexual orientation. I think they were trying to come out to me or something, but I don't really get the difference or know much about all that, so I changed the topic. I feel kind of bad now.”

2. Why might both people have found the conversation difficult?

3. How could the person have responded to be more supportive of their friend?

## Private reflection

In silence, think about these questions:

- How would someone (you or a friend) want to be supported if they told someone about their sexual orientation or gender identity?
- What steps can you take to make sure everyone is treated equally and respectfully?
- What further steps could our school take to ensure everyone is equally valued and supported?

*School RSE Provision is vital in ensuring students know what safe healthy relationship looks like and how to seek support, as well as aiding with making informed decisions about their sexual health.*

In a nationwide poll, it found that:

Young people are turning to other sources for information about relationships and sex. Social media (30%) is ahead of school (25%) as the main source of information about sexual orientation and gender identity. Over a fifth (21%) say that the internet (social media and websites) is the main source of information about unhealthy relationships, and 18% say this is true for information about healthy relationships, as well as for sexual health.