



The Island Learning Centre

RSHE and Careers Intent Statement

September 2024

Aims

The curriculum area of RSHE equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships, and empowers them to take responsibility for their sexual health and wellbeing. They also develop an understanding of the wider world they live in and how history, culture and religious beliefs have worked together to form our unique society.

The Island Learning Centre believes that all children and young people have a right to holistic, inclusive and needs-led RSHE. We believe that through providing high quality RSHE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. We also believe that good quality RSHE enables us to help our students become confident learners with high self-esteem and self-belief, who achieve their best academically, personally and socially, and who recognise their potential to make a positive contribution to the community.

Our Approach: RSHE

We believe that RSHE is best approached in an integrated way and using a gender equity and human rights framework. We take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who may wish to withdraw their children from this content. Simultaneously, we will seek to nurture students' curiosity about the world around them, supporting their development and their respect for themselves and each other.

Content: RSHE

We cover the curriculum content outlined in the RSHE framework produced by the RSHE Association. This framework lays out skills under three broad areas of study: Relationships, Health and Wellbeing, and Wider World. Using real world examples, case studies, experiences and discussion, we will equip our students in primary and secondary to build positive and respectful relationships online and offline, take responsibility for their mental and physical health, and join the community as productive and responsible adults. We are also committed to integrating the safeguarding curriculum to encourage our students to be aware of all kinds of risk, including the risks posed by extremism in all its forms. Careers education also falls under the umbrella of RSHE. Our aim is to encourage and support our students to think proactively about their future careers and to give them the skills to be productive and successful employees or employers. We also work with Island Futures to provide bespoke careers support for our students. Additionally to covering the RSHE Framework content, we also intend to be flexible enough to highlight areas of study which are particular priorities for our students and their communities. The flexibility of our approach enables us to respond to the students' needs, both in the short and the longer term.

Careers Education:

Key Stage 3 and 4 students have opportunities to meet with a range of providers of approved technical qualifications in order to prepare them to make informed decisions about their next steps. These providers will take them through the range of technical qualifications and apprenticeships to provide clarity about what is available, course requirements, content of the courses and destinations of successful students. We are a part of the Careers and Enterprise Hub which brings a variety of different organisations together to support the careers education of our young people. All students and their parents or carers are invited to

our annual careers fair, where they have the opportunity to meet all of the island's post-16 course providers and a wide range of island employers. We also use the Springpod careers platform with all students so they can explore different course and career options, as well as take part in virtual work experience. Useful careers information for students, families and employers is on our website and regularly updated.

Key Stage 4 students also have the opportunity to work towards a statutory BTEC unit on Developing and Personal Progression Plan. This helps them to assess their own qualities and skills, assists them in identifying short and long-term goals, and helps them in their first steps to finding a career pathway when they leave the ILC. We also look at behaviours needed to be successful in work, and the rights and responsibilities they have as an employee. We work closely with Island Futures to ensure that every student has an individual interview with a qualified careers advisor who can provide bespoke advice for their next steps. They also work with us to identify vulnerable students who may be at risk of being NEET (not in education, employment or training) in order to provide longer term support for those individuals.

We regularly assess and modify our careers provision to ensure we are achieving the 8 Gatsby Benchmarks.

Curriculum Map

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3A	Drugs and Alcohol	Community and Careers	Discrimination	Emotional Wellbeing	Identity and Relationships	Digital Literacy
3B	Drugs and Alcohol	Community and Careers	Discrimination	Emotional Wellbeing	Identity and Relationships	Digital Literacy
3C	Mental Health	Financial Decision Making	Healthy Relationships	Exploring Influence	Addressing Extremism and Radicalisation	Employability Skills
4A	Mental Health	Financial Decision Making	Healthy Relationships	Exploring Influence	Addressing Extremism and Radicalisation	Employability Skills
4B	Mental Health	Financial Decision Making	Healthy Relationships	Exploring Influence	Addressing Extremism and Radicalisation	Employability Skills
4C	Building for the future	Next Steps	Communication in Relationships	Independence	Families	Exams
4D	Building for the Future	Next Steps	Communication in Relationships	Independence	Families	Exams

Assessment

Each student has a learning journey for every unit of study where they can assess their own progress as they gain knowledge and skills. Teachers also assess them against a skills framework. This way, students can see their progress whether they are with us for a short intervention before returning to mainstream education, or whether they are with us for a longer period of time.

Boundaries KS3	Boundaries KS4	Resilience KS3	Resilience KS4	Focus KS3	Focus KS4	Respect KS3	Respect KS4	Self-Regulation KS3	Self-Regulation KS4	Independence KS3	Independence KS4
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I can identify, respect and accept my own and others' emotions	I can identify, respect and accept my own and others' emotions and modify my behaviour accordingly	I can accept consequences for my actions	I can accept the consequences for my actions and manage my feelings around them	I can remain focused on a task independently in spite of distractions	I can use different strategies to remain focused on a task independently with a variety of distractions	I can accept and appreciate diversity, valuing the similarities and differences between people	I value diversity and can challenge prejudice when I encounter it	I can accept and cope positively with others' decisions, even when I disagree with them	I can appreciate the decisions of others, and can see the reason for them forming those conclusions, even if I disagree with them.	I can accept the consequences of my actions and manage my feelings about them	I can consider possible consequences before I act and use this in my decision making process.
I can take responsibility for my own actions	I can take responsibility for my own actions and take action to reduce negative consequences	I can learn from my mistakes and manage my feelings when I experience disappointment	I can learn from my mistakes and manage my feelings when I experience disappointment. I can recognise that others have feelings around the issue too	I can ignore the poor decisions and choices of others	I can identify the poor decisions and choices of others and take steps to ensure I learn from them	I can respect people's right to express their views or question the views of others, and I can express my own challenges in a constructive way	I can respect the views of others and question them in a respectful manner. I can recognise extreme views and challenge them effectively where I encounter them	I can admit to others when I have made the wrong choice and I can take steps to put it right	I can take time to consider my choices. When I have made the wrong choice, I can identify and act on the most appropriate method of putting it right.	I can identify and build upon my strengths	I can identify my strengths and weaknesses. I can consider ways to build on my strengths and improve my weaknesses.
I can identify and manage my own emotions when things don't go my way	I can identify and manage my own emotions when things don't go my way and can see the bigger picture of different needs or interests	I can cope with unexpected changes in routine and can learn in different environments	I can anticipate possible changes to routine and prepare strategies to manage it independently	I have developed a range of strategies to remain focused	I can use appropriate strategies in different situations to remain focused on a set task	I can use appropriate language and can modify my language depending on my environment	I can recognise different norms in different environments and adapt my behaviour appropriately	I can think through a problem and resolve it	I can think of multiple solutions to a problem and choose the most effective way of resolving it.	I can take a lead when working cooperatively, listening to input from others and using it to make decisions	I can take a lead when working cooperatively, consider the skills of my peers and utilise their strengths when making decisions.
I can accept and follow the rules of school and society	I can understand the necessity of rules in society and school and can accept and follow them. I can express disagreement to the appropriate people, in the appropriate way, at the appropriate time	I can manage different peer relationships and can cope when things go wrong	I can manage different peer relationships and can negotiate disagreements or conflict in an effective and constructive way	I can organise myself so I am prepared for any tasks	I can organise myself so I am prepared for any tasks in a variety of situations	I can show empathy towards others, even if they seem very different to me	I can show empathy and respect to others and appreciate experiences and cultures very different from mine.	I can accept that the needs of others must sometimes take precedence over my own	I can accept that the needs of others may sometimes take precedence over my own, and I can do this without resentment.	I can use a variety of media to find information and services I need without support	I can use a variety of media to find information and access services without support.
I know how to seek help when I need it	I know how to seek help from appropriate sources when I need it	I can work effectively with a variety of people	I can take into account different people's strengths and weaknesses and adapt my ways of working to suit them	I can recognise the peers with whom I work well and make appropriate choices when working in teams or groups	I can assess the strengths and weaknesses of peers and can adapt my working style to work with them in the most productive way	I can ensure that I keep appointments and commitments, recognising that other people's time is as important as my own	I can express why I am feeling a certain way and use strategies to manage my feelings	I can identify and articulate my emotions, and use a range of strategies to manage them successfully.	I can recognise that learning is a lifelong activity and doesn't just occur in the classroom led by a teacher	I can recognise that learning is a lifelong activity and plan my targets and goals accordingly.	
I can understand and respect my own and others' personal space	I can understand and respect my own and others' personal space	I can accept that things may not always be fair or predictable and can express my feelings in a positive way. I can use strategies to seek change where possible	I can accept that things may not always be fair or predictable, and can express my feelings in a positive way. I can use strategies to seek change where possible	I can set longer term goals in my life in and out of school, and can use shorter term targets as a way of achieving them	I can set long and short term goals and use shorter term, realistic targets in order to achieve them	I can use all equipment appropriately and safely, and I can respect my environment	I can recognise that physical feelings are linked to my emotions and can use calming or arousing strategies as appropriate	I can use a range of calming or arousing strategies, choosing the most appropriate for my emotional state at any time.	I can identify when I need help and seek it out	I can identify multiple sources of help and access them independently.	

Safeguarding

The Island Learning Centre acknowledges that RSHE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSHE helps students to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse. We recognise that when discussing some of the issues RSHE covers, some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some students may be vulnerable to some of the content delivered in RSHE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those students, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Our safeguarding curriculum recognises the risk extremist ideas can pose to vulnerable students, whether online or in person. We aim to educate students to recognise extremist ideas and give them the tools they need to respond appropriately to keep themselves safe.

