



Friday 26th January 2024

Headteachers report of the week.

We know that reading is a very important skill for our pupils to be able to have mastered because reading is the way we access the curriculum and be able to understand and complete the qualifications they need to go on to their next steps in life after Woodlands. We support all our pupils to be able to know how to decode words and then be able to read with fluency. It is part of our everyday lives; reading the news on the internet, reading a bill that tells you how expensive your electricity is about to become, car manuals, instructions on boxes... everything needs you to be able to read.

But reading is so much more than that. Reading gives you the chance to escape from your own world and be in someone else's. It helps us imagine history from the perspective of the people who were there and wrote about it at the time. Reading can teach us things we didn't know and help us explore places we have never been.

I'm reading a book about our school at the moment. Lisa, our Business Manager bought it me for Christmas and it's fascinating because it's about the history of our school. I can visit the lives of teachers who worked here such a long time ago and who had some of the same experiences that we have, even though their circumstances were really difficult and they didn't know if they would ever go home. When I'm having a bad day I remember that there was a lady called Anna, who was once also the Headteacher of this school, who did her job in the worst of circumstances, to make sure her children were safe and well cared for. If nothing reminds me of what I'm doing here, this book certainly will.

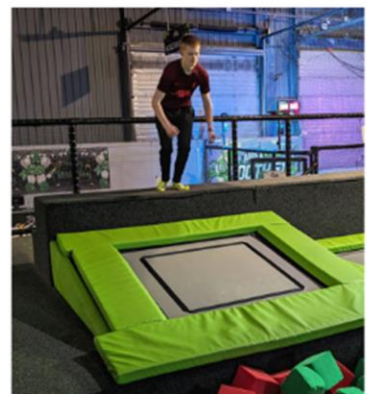
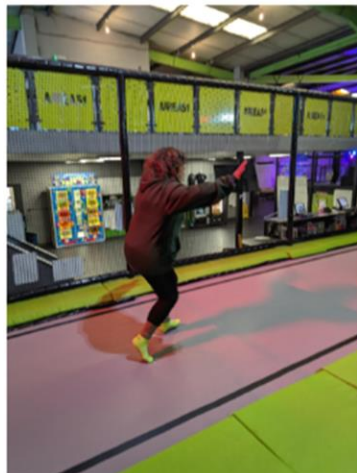
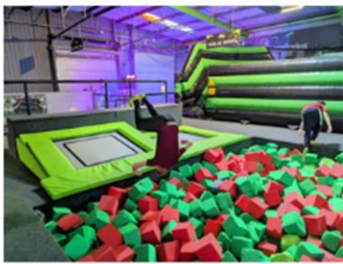
Over the next half term reading is going to be a key focus of our school and we will be letting you know how your child is getting on and what they need to do next. We are also hoping to have a delivery of new books to get everyone using the library and finding something they're excited to read.

Best Wishes
Jules





Reward Trips



Throughout the term, students receive tokens for excellent work and behaviour. We also monitor attendance and each week tokens are given to students for exceptional attendance, which all contribute to reward trips. At the end of the term tokens are added up for each house and trips are rewarded in order of the highest total of tokens achieved. Trip to Waterworld, Rednal Combat and Airea51.







Project-Based Learning

Oaks 3 have been planning meals, writing shopping lists and following recipes.

This week they made their own pizza.



Catering

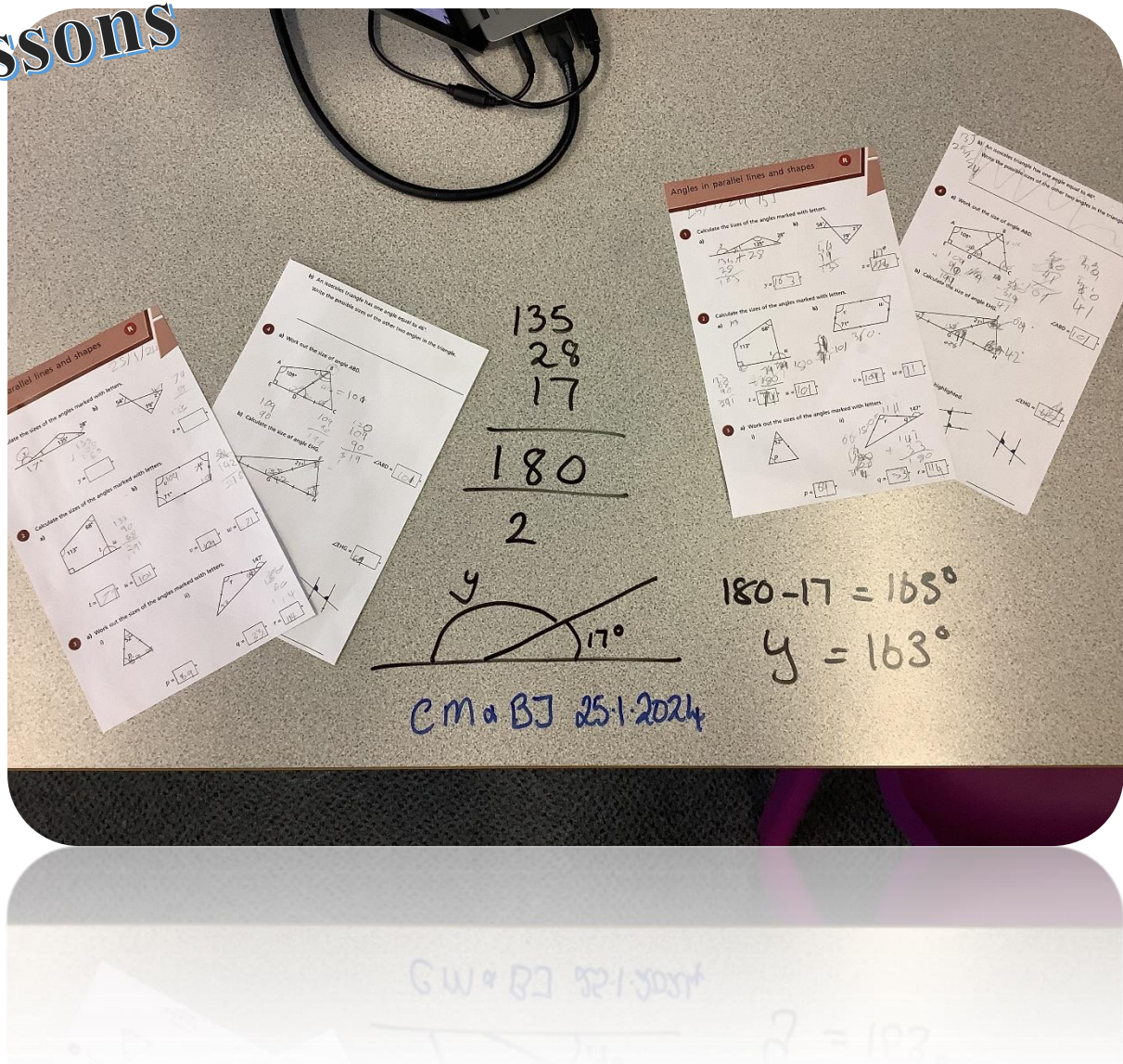


Students are practicing dishes in preparation for their practical examination in April.

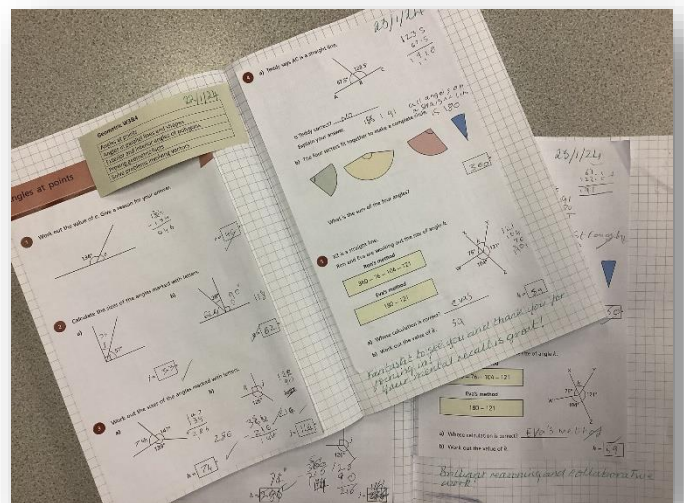
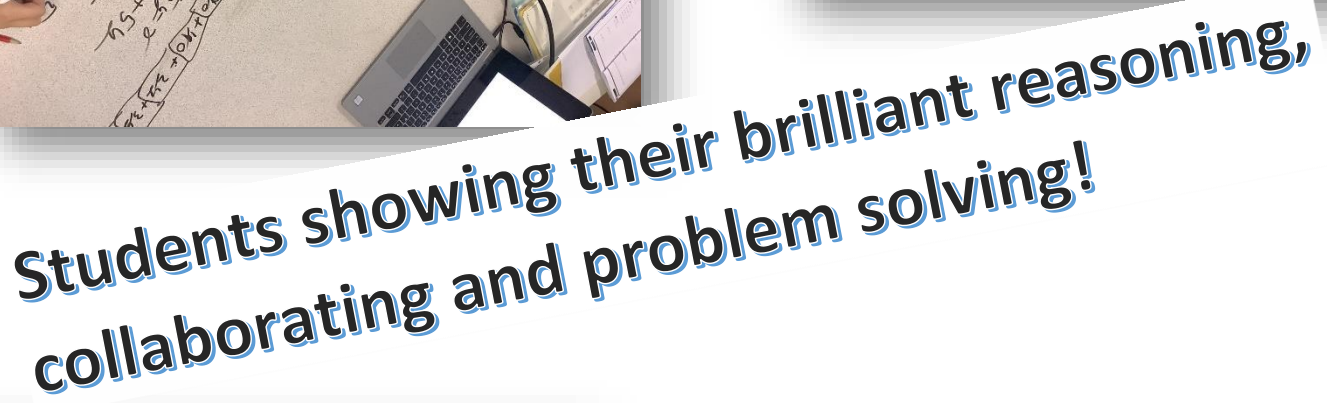
This week in Catering, KS4 have been busy making Chicken Goujons. These were made by coating chicken strips in seasoned flour, buttermilk, and Panko Breadcrumbs. Once completed the chicken was carefully fried in the deep fat fryer.



Maths Lessons



Corey and Brandon have been collaborating this week, with some wonderful Maths work. Together they have shown real resilience when learning. Their ability to not only recall facts, but also apply them with reasoning has really impressed their Maths teacher Syrene! Outstanding work!

[illegible]

Using a
tried and
tested
dough
recipe



Very
popular with
students and
staff!!

Woodlands Café Week 2

Successfully
serving
Margarita
Pizza's



Made
from
scratch



Circuit training in PE where Tyler can be seen putting maximum effort in. Great commitment from our students.



Science Lessons



In Science this week, students have been focusing on energy transfer. They have looked at the rates of conduction and investigated the best insulation materials.



ART Lessons



Luke in his Art lessons has demonstrated his true artistic talent as you can see. Alison was so impressed she has nominated Luke for a Headteachers Award.





Career of the week Cabin Crew

Air cabin crew help make sure that airline passengers have a comfortable, safe and pleasant flight.

Average salary (a year): £15,000 (starter) to £30,000 (experienced)

Typical hours (a week): 30 to 40

You could work: evenings/weekends/bank holidays, away from home

You can get into this job through:

College

You could do a college course like a Level 2 Certificate or Diploma in Air Cabin Crew, or study a cabin crew module as part of a broader travel and tourism course.

Entry requirements

You may need:

- 2 or more GCSEs at grades 9 to 3 (A* to D), or equivalent, for a level 2 course

Apprenticeship

You could start by doing a cabin crew advanced apprenticeship.

This will usually take 12 months to complete. You'll do on-the-job training and spend time with a college or training provider.

Entry requirements

You'll usually need:

- 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths, for an advanced apprenticeship
- 4 or 5 GCSEs at grades 9 to 4 (A* to C) and A levels, or equivalent, for a higher or degree apprenticeship

Direct Application

You could apply directly to [airlines](#) for a cabin crew job. Entry requirements vary but good customer service skills will be expected.

Career tips

Some airlines and private providers run 2-day cabin crew courses, which may help your chances of getting a job.

Some airlines also have online career quizzes you can do to test whether working as air cabin crew is for you, before you apply.

Being able to speak a second language gives you an advantage when making applications. You'll also need to demonstrate that you have great customer service skills, so experience of working directly with the public is useful.

Skills and knowledge

You'll need:

- customer service skills for working with passengers
- excellent verbal communication skills
- patience and the ability to remain calm in stressful situations
- to enjoy working with other people
- knowledge of public safety and security

- the ability to accept criticism and work well under pressure
- sensitivity and understanding for dealing with customers' needs
- a desire to help people and a friendly manner
- to be able to carry out basic tasks on a computer or hand-held device

Restrictions and Requirements

You'll need to:

- be over 18 years of age
- have a good level of fitness
- pass a medical check
- pass [enhanced background checks](#)

You'll also be expected to:

- have a smart appearance
- have a valid passport with no restrictions for the countries the airline travels to
- live within 90 minutes of your base
- have good written and spoken English

Many airlines also ask that you're able to swim up to 25 metres.

There are rules about height and weight - these vary between airlines. As a general guide, most look for people between 5ft 2in (157cm) and 6ft 2in (188cm) with weight in proportion to height.

Day-to-day tasks

Before a flight you could:

- attend a staff meeting about the route and schedule
- check supplies on the plane and make sure emergency equipment is working properly
- greet passengers and check documents
- demonstrate emergency equipment and procedures

During a flight, you might:

- make sure passengers are comfortable and respond to any requests
- serve food and drinks, and sell duty-free items
- make announcements
- reassure passengers in the event of an emergency, and make sure they follow safety procedures

At the end of a flight you'll often:

- make sure passengers leave the plane safely
- write a flight report, including details about any unusual incidents
- add up and record food and drink orders, and duty-free sales

Working environment

You could work on an aircraft

Your working environment may be physically demanding and cramped.

You may need to wear a uniform.

Career Progression

With experience, you could progress to cabin crew supervisor or a senior air cabin crew role.

You could also work in a ground-based job, like cabin crew training, recruitment, passenger services, marketing or sales.

Personal Development

This month's page includes information on:

- Careers education, information, advice and guidance (CEIAG)
- Personal, social and health education (PSHE)
- Relationships, sex and health education (RSHE)
- Learner voice



Careers Education, Information, Advice and Guidance (CEIAG)

Our [school website](#) has recently been updated to include new information about our careers programme. Find out about how we prepare our learners for the world of work and complete the parent or pupil survey to tell us what you think.

Personal, Social and Health Education (PSHE)



Hannah is our specialist Secondary PSHE teacher. Oaks and Saplings have one lesson a week of PSHE with a specialist teacher, whilst Acorns have PSHE with their class teacher.

We are now following the Jigsaw PSHE curriculum. Keep an eye on the school website for further information about Jigsaw and the PSHE curriculum at Woodlands.



Saplings 1 have been thinking about what makes them unique, how to include others who might otherwise feel they don't belong.



Woodlands

Personal Social and Health Education

Saplings 1

2024

①

Being ME in my world - Who am I?

My favourite
hobby is... RUGBY

Fishing

If I won an Olympic
Gold Medal it would
be in... SWIMMING

in UK

my dream
holiday destination
would be...
ITALY

Pa Kustand
Florida

My eyes are
(colour)...
BLUE
green blue

My least
favourite
subject is...
SCHOOL WORK

School
work
Teachers

When I'm older,
I would like to...
BE A CIVIL ENGINEER
Be a
Rugby Player

Fish

My favourite
PIZZA
Sausage
bag
food is...
sup way

The best thing
about my life is...
THE PEOPLE IN IT

SLEEP

fishing

I am passionate about...
KINDNESS

SLEEP

fishing

● Tyler ● Le

Snapshot Jigsaw PSHE 11-16

(Updated September 2023)

Shows the summary of subject content in each Puzzle (unit)



Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict. My influences, gateway emotions, belonging to a group, peer pressure, child on child abuse. Online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative) Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills. Safe & unsafe choices, substances, gangs, knives, exploitation. Emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health. Effects of substances, legal consequences. Nutrition and sleep. Vaccination, importance of information on making health choices	Characteristics of healthy relationships, consent. Relationships and change, emotions within friendships, child on child abuse. Rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing. Responsibilities of parenthood, IVF, types of committed relationships. Media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity. Stereotypes, personal beliefs and judgements. Managing expectations, first impressions, respect for the beliefs of others. Marriage, protected characteristics. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing. Social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion. Stereotypes, prejudice, LGBT+ bullying, child on child abuse, hate crimes. Fear & emotions, stand up to bullying, the golden rule. Organ and blood donation	Long-term goals, skills, qualifications, careers. Money and happiness. Ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money. Online safety and legal responsibilities, gambling issues.	Long-term physical health, responsibility for own health. Dental health, stress triggers and help tips, substances and mood. Legislation associated with substances, exploitation and substances, county lines. Medicine and vaccinations.	Positive relationship with self, social media and relationship with self, negative self-talk. Managing a range of relationships, child on child abuse, personal space. Online etiquette, online privacy, bullying and personal safety. Social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love. Legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent. Sexual exploitation, peer approval, child on child abuse, grooming, radicalization, county lines. Risky experimentation, positive and negative self-identity, groups, influences, social media. Abuse and coercion, coercive control.	Protected characteristics, Equality Act, phobic and racist language. Legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child on child abuse, bullying in the workplace. Direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning. The world of work. Links between body image and mental health. Non-financial dreams and goals. Mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression.	Misconceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol. Alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation. Emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond. Ending relationships safely, stages of grief, loss and bereavement. Social media and culture, use of online data, threats to online safety, online identity. Assessing and managing risk, the law and social media. Positive and negative relationships	Equality in the workplace, in society, in relationships, Equality act 2010, vulnerable groups including disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, Equity equality and inequality, my health.	Impact of physical health in reaching goals, relationships and reaching goals. Resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability.	Improving health, mental health, sexual health, blood-borne infections, self examination. Diet and long term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending e.g bullying, child on child abuse, revenge porn, grief cycle, impact on family. Understanding love, fake news, pornography.	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, sexual identity, gender, spectrum of sexuality. Stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources for support.
Year 11 (15-16)	Becoming an adult. Age limits and the law relationships and the law, consent, coercive control, child on child abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010. The law on internet use and pornography, social media concerns, sexting keeping safe. Emergency situations, key advice, first aid, scenarios and consequences	Protected characteristics, Equality Act, phobic and racist language. Legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child on child abuse, bullying in the workplace. Direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Anxiety, solution focused thinking, sleep, relaxation, aspiration on; career, finances, budgeting, borrowing, relationships. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance. Sexual health, hygiene, self examination. STIs, sexual pressure, fertility issues, contraception, consent. Pregnancy choices including; adoption, abortion, bringing up a baby, financial implications. Identifying a range of risks including rape and strategies for staying safe. Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex. Spectrum of gender and sexuality, LGBT right and protection under the Equality Act, coming out challenges, LGBT media stereotypes. Child on child abuse, power control and sexual experimentation. Forced marriage, honour based violence, FGM and other abuses, hate crime, sources of support.	

Relationships, sex and health education (RSHE)

Relationships education has been compulsory for pupils in primary education since September 2020, while secondary schools are

required to teach students relationships and sex education (RSE). Health education is now compulsory in all schools too.

For our **primary-aged learners**, class teachers put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

Please see link below for **DfE RSE Primary School guide for parents**

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

The RSHE programme for **secondary-aged learners** is delivered by specialist teachers. It builds on the previous learning and develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex and how to have positive and healthy sexual relationships.

Please see link below for **DfE RSE Secondary School guide for parents**

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

At Woodlands, RSHE is mostly delivered as part of the PSHE curriculum. All content we use is factual and age appropriate.

Relationships and Sex Education and Health Education - A brief guide

Ages
11-16



In September 2020, the Department for Education (DfE) made Relationships and Sex Education compulsory in all secondary schools, and Health Education compulsory in all state-funded schools in England. Independent Schools were already mandated to deliver PSHE including Health Education (Independent School Standards, DfE, 2019).

At secondary school, teaching builds on what children learnt at primary school and develops their understanding of health, with an increased focus on risk areas like drug use. Many schools teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education, and this is what Jigsaw PSHE provides for schools.



This leaflet sets out what Relationships and Sex Education and Health Education look like for students in KS3 (ages 11-14); why RSE is important; what parents and carers can do; and how Jigsaw PSHE ensures students receive the education they deserve.



An introduction to Jigsaw PSHE

Jigsaw, the mindful approach to health and well-being, brings together Personal, Social, Health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time from age 3 through to age 16.

Jigsaw 11-16 builds on the Jigsaw 3-11 Programme, offering an holistic PSHE learning journey spanning the student's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.

Relationships and Sex Education and Health Education - A brief guide

Ages
11-16

The Jigsaw 11-16 programme comprises:

- A comprehensive and completely original scheme of work for 11- to 16-year-olds
 - PSHE (Personal, Social, Health and Economic Education), resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development)
 - Inclusive philosophy including Relationships and Sex Education
 - The Jigsaw Approach, underpinned by mindfulness philosophy and practice
- And is compliant with statutory RSHE requirements (England, DfE, 2019).

Puzzles (units)

The Jigsaw 11-16 Programme includes six units of study (Puzzles), each with six lessons (Pieces), designed to be taught sequentially throughout the school year, one per term, as follows:

Puzzle (Unit)

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The content is student-driven and is in line with the most recent national guidance from the DfE. Jigsaw 11-16 remains a universal, core programme that will be added to and updated regularly to accommodate changing needs and contexts.

The main aim of PSHE is to empower young people to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy, fulfilling lives.

The Jigsaw Approach is underpinned by mindfulness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it, allaying and managing stress and anxiety.

The latest guidance recommends that schools need to teach social and emotional skills. These skills are too important to only be learnt by osmosis, which is why Jigsaw 11-16 develops them in a structured and developmental way throughout every age group. A programme like Jigsaw is so helpful to schools, because it sets out exactly how students learn best and how to teach skills that lead to better social, emotional and mental health, which, in turn, has a positive impact on learning.

Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.



Relationships and Sex Education and Health Education - A brief guide

Ages
11-16

What does Relationships and Sex Education (RSE) in KS3 look like for students and schools?

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

It also needs to cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed.

Parents and carers should be assured that effective RSE does not encourage early sexual experimentation. 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 for them.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This needs to be delivered in a non-judgemental, factual way and allow scope for students to ask questions in a safe and positive learning environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously - approaches advocated by Jigsaw PSHE 11-16 teaching materials.

RSE in KS3 needs to demonstrate clear progression from what is taught in Relationships Education at primary school, and as students grow up, at the appropriate time teaching is extended to include lessons on intimate relationships. Alongside this, students are also taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming an adult. This will enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. This applies to online and offline relationships.

This is what every school with KS3 students in England is expected to adhere to. How they teach it is up to each individual school.



Relationships and Sex Education and Health Education - A brief guide

Ages
11-16

In Jigsaw PSHE, students will have the opportunity to learn in RSE...

- About families, long-term relationships like marriage, parenting and their associated laws
- About respectful relationships, including friendships, about trust, stereotypes, bullying, difference, illegal behaviour in relationships and where to find help
- About relationships within the context of the media and online - and most crucially the laws that are there to protect them and others
- About safety in relationships, including what to do if they don't feel safe in a relationship
- About intimate and sexual relationships, and their sexual health - and how the choices they make can have a long-term impact
- About the protected characteristics in the Equality Act

It is all in the context of the whole PSHE curriculum and underpinned by the value system of the school, i.e. valuing inclusion and respect for each other, and so on. The emphasis is on changes that students will experience as they grow up: what those changes look and feel like, why they happen and how to manage them positively.

The Jigsaw Sex Education Pieces (lessons) aim to give students their entitlement to information about puberty, human reproduction, sexual health and consent, as appropriate to their age and stage of development. It is treated in a matter-of-fact manner to allay embarrassment and fear and includes sources of support and advice.

Why is RSE taught in secondary schools?

There are many reasons why RSE is taught in secondary schools, including these:

- More than ever before, students are exposed to representations of sex and sexuality through the media and the social culture around them, so their education needs to present a balanced view of relationships and sex.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are high - as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing RSE for their children.
- Research shows consistently that effective RSE delays first sexual experience and reduces risk-taking, despite what many people still believe to the contrary.
- Surveys of children and young people have repeatedly reported that RSE tends to be too late in their education, too focused on the biological aspects, and not enough information on building relationships.
- It is part of the statutory curriculum (DfE, England, 2020).

Relationships and Sex Education and Health Education - A brief guide

Ages 11-16

What is the purpose of RSE?

At Jigsaw PSHE, we believe there are four main aims for teaching RSE within the context of PSHE (Personal, Social, Health and Economic) Education and they are crucial for students to learn about. High-quality RSE is taught...

- To enable young people to understand and respect their bodies, and be able to cope with the changes that puberty brings, without fear or confusion.
- To help young people develop positive and healthy relationships appropriate to their age, development, and so on (in other words, respect for self and others).
- To support young people to have positive self-image and body image, and to understand the influences and pressures around them.
- To help young people to make informed choices if and when they are consider starting a sexual relationship, so that they keep themselves safe and don't have an unplanned pregnancy or sexually-transmitted infection.

Won't telling students about sex make them do it sooner and more?

No. The evidence suggests that high quality RSE does the opposite: it actually delays young people's first sexual experience, and it helps them become much more confident and comfortable about making informed choices. We believe effective RSE takes away ignorance, not innocence.

Teaching about safety and relationships as part of PSHE Education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations. Ofsted expressed concern in its report on PSHE that the lack of high-quality, age-appropriate RSE in over a third of schools left young people vulnerable to inappropriate sexual behaviours and exploitation. It is clear, therefore, that PSHE Education plays a vital part in helping to meet school's responsibilities to safeguard their pupils.

Parents' right to take students out of PSHE lessons on RSE

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but cannot withdraw their child from Relationships or Health Education). School leaders should discuss this with parents: good practice is likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

Parents/carers are not permitted to withdraw their child from the Sex Education included in the National Curriculum Science, as this is a statutory subject.

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Relationships and Sex Education and Health Education - A brief guide

11-16

If a pupil is removed from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Please note that there is no right to withdraw from Relationships Education or Health Education for any student.

If you are considering taking your child out of RSE lessons within PSHE Education, please consider the following:

- All the other students in your child's class will have been taught this information and may well talk to your child about it and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- They will be learning about sex and reproduction in Science lessons. The RSE in PSHE Education will echo this and will concentrate on teaching young people how to enjoy healthy relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that RSE won't be seen as contentious.
- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE Education. Often, when parents and carers find out what is in the PSHE Education curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning.

What about health education in KS3?

Students are taught about physical health and mental well-being to give them the information that they need to make appropriate decisions about their own health and well-being. It needs to enable them to recognise what is normal and what is a problem in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

A vital part of health education in KS3 is teaching on puberty and this includes menstruation (which follows on from what is taught in primary school). Health education should ensure all students are prepared for changes they and their peers will experience.

In Jigsaw PSHE, students will have the opportunity to learn in Health Education...

- About mental well-being, emotions, concerns and when/where to seek help
- About the internet, how to stay safe and what harms exist, including gambling, bullying and advertising
- About physical health and fitness, how to stay well and manage stress, as well as other potential health concerns
- About healthy eating, and what constitutes a balanced and appropriate diet
- About drugs, tobacco and alcohol, the law, the physical risks and dependency
- About protecting health and preventing illness, and the importance of sleep in this
- About basic first aid
- About how bodies change over time, particularly in adolescence

Where can parents/carers get more information?

Parents and carers can speak to their child's head teacher, read the school's RSHE (PSHE) Policy, and find out more information about Jigsaw PSHE through www.jigsawpshe.com. The DfE guidance on Relationships and Sex Education and Health Education is available from www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

www.jigsawpshe.com | +44 (0)1202 377192

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As parents, you have a right to request that your child is withdrawn from sex education, but not from relationships education. You can ask for your child to be withdrawn from some or all of sex education lessons.

Please see the Trust RSHE policy for more information about what is taught in RSHE and how to request that your child is withdrawn from this.

Please visit the school website to see the link to the MAT RSHE policy.

Learner Voice

Learner voice gives our young people opportunities to express and reflect on their thoughts, ideas, opinions, and values to drive change within the school community.

They can play an active role in planning, learning, and leading their learning experiences, as well as contributing to the development of school practices and policies. Learner voice encourages everyone to embrace the belief that there is something to learn from every individual regardless of age, culture, socioeconomic status, or other qualifying factors.

Learner voice helps to increase engagement and build positive relationships. When students believe they are respected and their views are valued, they feel like they belong and feel physically and emotionally safe.

Four members of our Student Council are representing Woodlands in the Marches Academy Trust 'One Voice' initiative. They have been working on their own Mental Health and Wellbeing project and have recently discussed their views on the 2023-4 Strategic Priorities

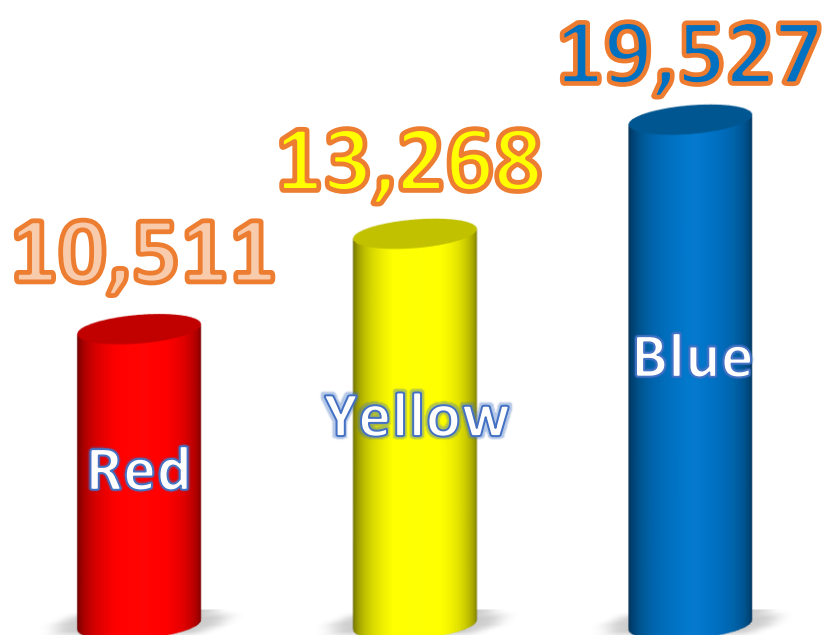
Strategic Priorities 2023-2024





Upcoming House Events

9 th February 2024	Just Dance Athon
22 nd March 2024	Woodlands Bake/decorate
24 th May 2024	Quiz off
July 2024	House Sports Day Finale



House Totals

This Week at WOODLANDS

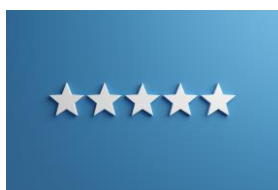


- Lovely to see Harry S and Ole in school this week.
– Well done Harry and Ole!
- Also, lovely to see Oakley settling in Nest – Well done Oakley!
- Jack has been on a tractor engine this week on work experience – Amazing Jack!
- Millie has had a great day working with Alison – Superstar Millie!
- Well done Morgan for coming in and going to nest.
- Rhiley has had a great week, engaging and communicating with his teachers. Staff are very impressed!
- Jodie has been doing work experience in lower school and had a fantastic time! Staff have really appreciated Jodie's help! – Amazing work Jodie!
- Corey had 100% attendance last week
– we are so proud of you!!



- Congratulations to Lydia – Lydia is now a Certified Practitioner of Therapeutic Play. Lydia completed her Post Graduate Certificate in Therapeutic Play Skills.
- Congratulations to Debbie G – Debbie has completed her Level 3 in Speech and Language is now Level 3 Elklan for Speech and Language Support.
- Congratulations to Rachel Ba – Rachel has now completed her course for Senior Mental Health Lead.





Students with 100% Attendance last week

Arran
Mason
Taylor
Kieran
Destiny
Alexander
Tommy
Scott
Luke
Brandon
Caleb
Corey
Jack-Junior
Aaron
McKenzie
Riley
Leo
Tyler
Tyler
Willow
Romeo
Oscar-Freddie
Corey H

Challenge of the Week

For Parents/Carers, Students and Staff the challenge this week for anyone willing to give it a try is to

Make a den



Headteacher Awards

- Oaks 2 – Luke for outstanding Artwork.
- Oaks 2 - Corey M – for resilience, recall and applying facts then talking through his reasoning in Maths.
- Oaks 2 - Brandon - for resilience, recall and applying facts then talking through his reasoning in Maths.
- Acorns 1 - Arran for engaging in all his learning and being kind and helpful.



At The National College, we provide everything educators and trusted adults need to strengthen, manage and evidence their professional, and personal development, in one place, on one platform. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit nationalcollege.com for further information and resources.

What Parents & Carers Need to Know about THE DANGERS OF VAPING

Data collected for ASH (Action on Smoking and Health) shows an increase in 11 to 17-year-olds experimenting with vaping: from 7.7% in 2022 to 11.6% in 2023. It's concerning that these age-restricted products are getting into the hands of under 18s as most contain nicotine, which can be detrimental to brain development and cause long-term addiction. Some schools have reported students having their focus in lessons affected by nicotine cravings; vaping in school toilets; and even trying vapes found in their local park. Raising awareness of the risks among young people could help to prevent these problems from escalating and reduce the number of young vapers.

WHAT ARE THE RISKS?

NICOTINE ADDICTION

Since they were initially developed to help people stop smoking, the vast majority of vape liquids contain nicotine. Not only is this a highly addictive stimulant, but it can also have detrimental effects on brain development in the under-25s. Nicotine can decrease the ability to pay attention, weaken impulse control, affect mood and increase the likelihood of substance addiction as an adult.

WHAT IS VAPING?

Vapes contain a liquid (vape juice/e-liquid) that is heated by a battery and evaporates, creating a chemical vapour which the user inhales. They can be disposable (once the liquid or battery runs out, the vape is thrown away) or rechargeable (the user replaces the liquid and recharges the battery on demand). Most vape liquids contain nicotine and other chemicals.

LACK OF AWARENESS

A proportion of young people tend to view vapes as harmless, mainly because of the products' appearance and the perception (often strengthened on social media) that 'vaping is cool' and on trend. In many instances, young people don't fully appreciate the concept of addiction; that is, they aren't adequately aware of the risk of becoming hooked on nicotine before trying a vape.

POTENTIAL TOXICITY

Many vape liquids have been found to contain 'heavy' metals such as lead, tin, nickel and (in some cases) mercury – all of which are toxic. These metals often take the form of tiny shards inside a device's liquid tank, which are then inhaled into the body. Some media reports have suggested these metals are particularly prevalent in illegally imported vapes which don't comply with UK regulations.

UNCLEAR LONG-TERM CONSEQUENCES

The liquids in vapes also contain solvents, which can create carcinogens at the point of evaporation. Vapes were only introduced into the UK in 2005 – and, because of the relatively short timeframe involved, there is insufficient medical evidence to assess the long-term harms that regular inhalation of these chemical fluids might have on the human body.

ATTRACTIVE PACKAGING

The packaging of many disposable vapes is very appealing to young people, frequently echoing the colours and flavours of the sweets or fizzy drinks they're used to buying. There's a relative lack of regulation around vape marketing, and vaping is often depicted positively on social media – which can lead young people to develop favourable views of vaping and overlook the possible harms.

ENVIRONMENTAL EFFECTS

In the UK alone, around 5 million disposable vapes go to landfill every week. Due to such significant numbers of these products not being recycled, their components – a lithium battery and a chemical liquid – pose a toxic risk to the environment, the ecosystem and wildlife. Vapes are also predominantly made of plastic and metal; materials that, of course, do not naturally decompose.

WIDER HEALTH CONCERNS

Studies are already showing a link between vaping and oral health problems such as tooth decay and gum disease. This is because vaping reduces the amount of saliva in the mouth, while increasing bacteria – resulting in bad breath and a build-up of plaque. There are also concerns that, in some users, vaping could lead to the development of asthma, a persistent cough and breathing difficulties.

UNREGULATED VAPING PRODUCTS

The number of retailers willing to sell vapes to under-18s is a worry, as the chance of these products being unregulated (and therefore containing illegal chemicals and higher levels of nicotine) is high. A related concern is that the mechanisms inside unregulated products are unlikely to have been tested and safety checked – presenting a possible fire risk if the liquid and battery come into contact.

SCARCE INFORMATION

The lack of information about the ingredients and potentially harmful chemicals in a vape is troubling. Some vape fluids (unregulated in the UK) contain traces of nuts, which can cause an allergic reaction or anaphylactic shock. To date, medical warnings aren't required on vape packaging – with only medical disclaimers being found on the websites of the various brands.

VAGUE INGREDIENTS LISTS

Early research has suggested that the chemicals used to produce some strawberry and banana flavour e-liquids can kill cells in the blood vessels and heart. These ingredients aren't identified on the packaging, instead falling under the umbrella term 'natural and artificial flavourings'. Such vague listings mean that consumers aren't aware of the liquid's content so can't identify potential risks.

Meet Our Expert

Run by the Cambridgeshire and Peterborough Healthy Schools Service (commissioned by Cambridgeshire County Council and Peterborough City Council), Catch Your Breath is a school-based project aimed at young people. Its goal is to embed a proactive, coordinated approach among both primary and secondary schools in discouraging smoking and vaping behaviours.



HEALTHY SCHOOLS
CAMBRIDGESHIRE
& PETERBOROUGH



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