



# ADCOTE SCHOOL

## **PSHE Policy**

With reference Sex and Relationships Education and Careers Education

**September 2020**

### **Introduction:**

This policy covers Adcote School's approach to Personal, Social, Health and Economic (PSHE education). The policy also makes reference to Sex and Relationships Education (SRE) and Careers Education. It sets out the school's aims of PSHE education and its intended outcomes for PSHE provision. It will be reviewed annually and updated in accordance with statutory guidelines and legislation.

### **Legislation:**

Under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. The Equality Act 2010 placed duties on schools not just to address prejudice-based bullying but also to prevent it happening, and in doing so to keep protected characteristic groups safe.

### **Rationale for PSHE:**

Personal, Social and Health Education (PSHE) helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through work in lesson time and a wide range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupils' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Adcote strives to ensure we do the best for all our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. We aim to ensure that our PSHE education will be sensitive to the different needs of individual pupils. The PSHE programme helps in giving them the knowledge, skills and understanding to lead confident, healthy, independent lives and become informed, active and responsible citizens in the community.

### **Aims:**

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve. The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These two aims reinforce each other and the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. Developments in both areas are essential to raising standards of all pupils.

The PSHE curriculum is in line with and contributes to the school's CLEAR learning. Through PSHE education, pupils will develop personal skills and attributes including: resilience; empathy and compassion; respect for others; employability skills; enterprise skills; valuing and respecting diversity; organisation and time management and decision making.

### **Framework for PSHE Curriculum:**

The knowledge, understanding and skills are taught in three core themes within which there is broad overlap and flexibility.

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

For Years 3 - 11, these themes are taught and rotated on a half-termly basis as shown below:

**Autumn Term:** Health and Wellbeing & Living in the Wider World

**Spring Term:** Relationships & Health & Wellbeing

**Summer Term:** Relationships & Living in the Wider World

For Years 12 and 13, pupils also develop their knowledge, understanding and skills under the three core themes but the organisation of this is at the discretion of the Year 12 and 13 teachers of PSHE to ensure the programme fits in with other activities such as UCAS applications and visits from universities. The Sixth Form programme prepares pupils to lead independent lives as they prepare to leave school, ensuring they are fully prepared for future study and work.

The PSHE curriculum is devised from the PSHE Association's Programme of Study and from this full Schemes of Work are created by the PSHE Coordinator and sent out to teaching staff. These act as a guidance as to what should be taught but teachers should use their discretion as certain issues may arise which may need to be addressed in PSHE lessons. Teachers of PSHE are asked to complete a 'Work Covered' document each term and return to the PSHE Coordinator. This should include a brief detail of what was covered in each lesson and is useful in reviewing the curriculum.

In addition to this, there are also focus weeks throughout the year such as CPR training, UK Parliament Week and Anti-Bullying Week.

An overview of the programme at Adcote is shown in the **Appendix**. This is an overview and full details of the topics are in the Schemes of Work which are stored on the Restricted Drive.

### **Provision:**

At Adcote School PSHE is delivered with a whole-school approach which includes:

- Curriculum time: this takes the form of a weekly PSHE lesson for each year group. These sessions are taught through a spiral programme, learning is organised into a series of recurring themes, each lasting half a term, which pupils experience every year. At each encounter of the theme, the learning of the particular theme is progressively deepened. For example, in the 'Health and Wellbeing' theme, Year 4 explore healthy and balanced eating whilst Year 9 explore body image and eating disorders within the theme.
- Through other subjects/curriculum areas: other subjects can also contribute to PSHE and can be effective in reinforcing aspects of the PSHE programme.
- Through activities and whole-school events: residential experiences, visits and whole-school days such as Challenge Days provide many opportunities for pupils to plan and work together, develop and maintain relationships under different circumstances and discover new qualities and characteristics through volunteering and participating. These opportunities also enable pupils to use and develop essential skills such as leadership, team-work and resilience.
- Through pastoral care and guidance: this is an area where all staff, both academic and support may be involved in.

- Through involvement in the wider life of the school and extra-curricular activities.
- Assemblies and talks from visiting speakers.

### **Teaching Methods and Learning Approaches:**

Good teaching relies on using appropriate methods for the aims and objectives of the lessons. All teachers are encouraged to develop a repertoire of flexible, active learning methods. We aim to create a safe and supportive environment. We take into account the maturity, development, age and readiness of each group when delivering the PSHE curriculum. Schemes of Work include suggested activities and methods.

### **Effective learning and teaching approaches include:**

- Effective starting and ending strategies.
- High order questioning skills.
- Climate building and ground rules.
- Agenda setting.
- Working together.
- Values clarification.
- Information gathering and sharing.
- Consensus building.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.

### **Methods:**

- Circle Time.
- Drama and role-play.
- Discussions and debates.
- Problem solving activities.

We also encourage pupils to take part in a range of activities which promote active citizenship such as charity fundraising activities and planning school assemblies.

### **Inclusion and Equality of Opportunities:**

Through the PSHE curriculum and teaching we take due regard of the protected characteristics set out in the Equality Act 2010. We take into account the age, ability, readiness and cultural backgrounds of pupils. Pupils with special educational needs follow the same PSHE education programme as all other pupils but careful consideration is given concerning the level of differentiation needed and in some cases the content of delivery will be adapted. Pupils with English as an additional language will be supported to ensure they can fully access the lessons.

### **Assessment and Reporting:**

Assessment in PSHE focuses on pupils learning against the lesson objectives and outcomes. Although pupils are not formally assessed in the subject, assessment is important in identifying pupils' progress and ongoing needs. Teachers assess pupils' knowledge and understanding, e.g. information on health and understanding of health and safety procedures through discussions and activities in lessons. Teachers can also assess pupils in how effectively they use the knowledge, understanding and skills they develop, e.g. through participating in discussions, group activities, resolving conflicts, making decisions and

forming positive relationships. Teachers can also observe pupils progress of these skills as pupils apply them in other areas of the curriculum and extra-curricular activities.

As the PSHE curriculum aims to develop pupils' personal attributes and skills, PSHE lessons dedicate time to allow pupils to reflect on this. Pupils regularly review the personal targets which they set themselves each term and record in their planners, these are both personal targets and CLEAR targets. They are then given time to reflect on these in PSHE lessons and record where they have made progress and reached their targets. Personal tutor meetings, parents evenings and reports to parents will include comments on pupils progress and attainment in the knowledge, understanding skills and attributes which the PSHE curriculum aims to develop.

### **Role of the PSHE Coordinator:**

The Co-ordinator will:

- Raise awareness amongst all staff of their contribution to pupils' personal and social development and agree the overall aims, objectives and priorities of the PSHE programme.
- Creating a PSHE programme which reflects current government guidance and legislation.
- Establish a shared view of best practice to which all pupils are entitled.
- Lead policy development.
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum.
- Provide appropriate support for staff.
- Identify opportunities for PSHE learning beyond the classroom.
- Monitor and evaluate the programme, including the use of outside agencies, and pupils' and staff responses to the programme.
- Select, deploy and update resources to support teaching and the delivery of the programme.

### **Handling complex issues safely in the classroom:**

PSHE education includes the teaching of complex, controversial and sensitive issues and teachers must be aware of how topics have the potential to be sensitive for pupils. In addition to the PSHE curriculum, there may be issues arising from the news or media which may capture pupils' attention or cause them concern which they may wish to discuss. We feel that it is vital that our pupils are able to have these discussions and the PSHE curriculum is important in developing pupils' knowledge, skills and confidence in complex and sensitive issues. Teachers should be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE. To this end ground rules have been agreed to provide common values framework within which to teach.

The PSHE Association's guidance on '*Handling complex issues safely in the PSHE education classroom*' is shared with all staff who deliver PSHE and provides practical guidance on the teaching of complex and sensitive issues. This includes the following guidance:

### **Establishing a safe learning environment:**

Teachers should establish a safe learning environment which helps pupils to share feelings, explore values and attitudes, express opinions and how to respect to the opinions of others. This includes:

- Establish ground rules at the start of lessons on expectations of how pupils will behave towards each other in discussions.
- Provide opportunities for small group and whole class discussions.

Provide access to balanced information and differing views.

- Teachers are in an influential position to pupils and should therefore be cautious about expressing their own views.

- Be sensitive to the needs of pupils and be aware that some pupils may have direct experience of particular issues.
- Work with the school policies on safeguarding and confidentiality.
- Make pupils aware of reliable sources of support both inside and outside the classroom.

### **Ground rules and distancing techniques:**

- Pupils will be given preparation so they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Stories, scenarios, video clips from TV programmes or case studies can all provide fictional characters to stimulate discussions and should be used as distancing techniques.

### **Answering difficult questions:**

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE Coordinator if they have any concerns.

### **In dealing with questions teachers should:**

- Establish clear parameters about what is appropriate and inappropriate in a whole-class setting.  Set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Encourage pupils to write down questions anonymously and post them in a question box. The teacher then has time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Any safeguarding concerns should be passed on to the Designated Safeguarding Lead in line with school policy.

### **Confidentiality and handling disclosures:**

Due to the nature of the PSHE curriculum, lessons may result in pupils seeking advice or support on a specific personal issue. Teachers cannot promise absolute confidentiality to pupils and if a pupil makes a disclosure procedures set out in the school's Safeguarding Policy should be followed.

### **Use of community based agencies:**

Where appropriate, outside agencies and speakers may be involved in inputting and enhancing the PSHE curriculum. A growing number of community based agencies, including the police, drugs services, theatre in education groups, peer education projects and youth services are actively involved in drugs education in schools.

There are opportunities to use community based agencies in schools in order to accelerate the development of programmes and policies. **Careful consideration needs to be given to issues of content, co-ordination and consistency:** external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". - *Guidance on good practice, DPI - Home Office (1998)*

### **Other related policies:**

All subject policies should indicate their contribution to PSHE in school. The following whole-school support PSHE education:

- Drug Education
- Safeguarding
- Equal Opportunities

Inclusion

- Behaviour Policy
- Health and Safety
- Bullying
- Online Safety

### **Resources:**

To support teaching staff in the delivery of the PSHE programme, a wide range of resources and materials are provided. Links to suggested resources are included in the Schemes of Work and made available to teaching staff on the Restricted Drive. These resources are regularly reviewed and updated by the PSHE Coordinator.

### **Teaching Responsibility and Staff Training:**

Teaching staff are given regular opportunities to develop their skills in the delivery of PSHE. They will be kept up-to-date with any changes in curriculum in line with statutory guidelines and legislation and are provided with support and guidance on the teaching of specific issues within PSHE. Teachers of PSHE also contribute to any revisions to the PSHE programme by asking them for feedback on topics they feel should be covered with different year groups.

## **Sex and Relationships Education (SRE)**

Sex and Relationships Education (SRE) is delivered as part of our PSHE programme. This includes learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are also taught and reinforced in other areas of the curriculum such as Science. The SRE programme which is built into the PSHE curriculum, aims to give pupils accurate information about the body, reproduction, sex and sexual health. It also gives them essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. At Adcote we see Sex and Relationships Education as important in preparing young people for the physical and emotional changes they undergo at puberty and enables our pupils to make responsible and well informed decisions about their lives. Through Sex and Relationships Education they will develop the skills and understanding needed to live confidence, healthy and independent lives.

At Adcote we use the Shropshire Respect Yourself Relationship and Sex Education programme to support the delivery of Sex and Relationships Education within the PSHE curriculum. The programme provides a spiral cross phase scheme of work containing lesson plans, resources and teachers guidance.

The 'Overview of the PSHE Programme' in the Appendix of this policy shows where Sex and Relationships Education is covered within and embedded into our PSHE curriculum.

### **Preparing for Statutory Relationships and Sex Education:**

Under the Children and Social Work Act 2017, the government committed to making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) statutory in all schools. Over the next year, the teaching of Relationships and Sex Education at Adcote will be reviewed, in consultation with staff, pupils and parents.

## **Careers Education**

### **Rationale:**

Adcote School believes that every child should leave school prepared for life in a modern British society. This should be done through classroom provision, PSHE lessons and by providing a wide range of extra-curricular provision. This complies with statutory requirements of the Education Act 1997 to provide independent careers guidance to all pupils from Year 8 - Year 13. Adcote School extends this to Year 7.

### **Aims and Objectives:**

- To develop skills for employability including communication, team work, negotiation, leadership and presentation skills.
- To overcome barriers to progression and challenge stereotypes.
- To help pupils in choosing a career which is right for them and giving them guidance on the pathway needed to get to this career.
- To learn about the world of work and the skills they will need to be successful.
- Investigate career and job opportunities and develop an understanding of the world of work.  Recognise, develop and apply employability and enterprise skills.
- To gain experience of working practices and environments through visiting speakers and work placements.
- To have opportunities to learn about STEM related careers.
- To explore the wide range of opportunities available to young people.

All pupils are shown where to access careers advice including the National Careers Service website.

### **Careers Education in PSHE Lessons:**

Careers Education is embedded in the PSHE Curriculum. An outline of the key topics included in the PSHE programme for Years 7 - 13 is shown below and also in the 'Overview of the PSHE Programme' in the Appendix of this policy.

- Year 7:** Introduction to Careers  
Challenging career stereotypes and raising aspirations  
Enterprise skills
- Year 8:** Work in the community and types of economic employment  
Age and disability discrimination with links to the workplace
- Year 9:** Understanding careers  
Future aspirations  
Choosing the right GCSE options
- Year 10:** Skills for employment and career progression

Health and safety in the workplace - policies and protocols

**Year 11:** Options after GCSEs  
Writing a CV

**6<sup>th</sup> Form:** Chartered Management Institute Qualification (CMI)  
Understanding the UCAS application process

As part of the curriculum, Year 9 also have a Careers lesson each week which aims to:

- Increasing awareness and understanding of the careers available to them;
- Increasing awareness and understanding of the skills and personal attributes needed in the world of work and how to develop these.
- Helping them to understand the best routes to take for GCSE and beyond including A-Levels, Apprenticeships and Degrees;

**Careers opportunities for whole school:**

There are a number of events throughout the school year which gives students opportunities to engage in careers education:

- Careers Fair
- Careers Dinners for Sixth Form
- Work experience week for Year 12
- Year 12 and 13 tea to discuss UCAS and share experience
- Personal statement support from tutors, Head of Sixth Form delivered through PSHE, individual tutorials and additional lunchtime support sessions
- Personal statement individual workshops

Lecture on University life

- Lecture on the UCAS process
- Lecture on Choosing a Course and University

Interview techniques workshop.

- Individualised support and mock interviews for Oxbridge candidates, Autumn term 2018.
- Attendance at UK University Fair, UCAS HE Fair in Manchester.

## Appendix

### Overview of PSHE Programme

#### Prep School

	<b>Autumn Term (covering Health &amp; Wellbeing &amp; Living in the Wider World themes)</b>	<b>Spring Term (covering Relationships &amp; Health &amp; Wellbeing themes)</b>	<b>Summer Term (covering Relationships &amp; Living in the Wider World themes)</b>
<b>Year 3 &amp; 4</b>	<p>Healthy eating and a balanced diet. Personal hygiene routines to prevent spread of bacteria/viruses. Recognising risks and keeping safe - road safety and safety at school. What is an emergency and where do we get help from? Our responsibilities in taking care of the environment. Understanding why there are rules and laws.</p>	<p>Recognising and responding to a wide range of feelings. Skills to form positive and healthy relationships with focus on friendships. Different types of relationships - friends, families and relatives. Acceptable and unacceptable physical contact. Listening and responding respectfully to people. To understand physical and emotional changes as they approach puberty.</p>	<p>Resolving differences and respecting others opinions and points of view. Being part of a community - locally and nationally. The range of national, regional, religious and ethnic identities in the UK. Values and customs of people around the world.</p>
<b>Year 5</b>	<p>Positive and negative impacts on physical and emotional health. Influences on our food choices. Recognising, predicting and assessing risk and how to manage themselves responsibly - influences/pressure on behaviour and how to manage. Change - including transitions, loss, separation, divorce and bereavement. Difference and diversity in the UK. Different traditions and customs.</p>	<p>Develop skills needed to form and maintain positive and healthy relationships. Similarities and differences between people and what contributes to someone's identity. Recognising and challenging stereotypes. Strategies for managing for personal safety including online and mobile phone safety.</p>	<p>Role of money and managing money - saving and budgeting. Different kinds of responsibilities - at home, in school, in the community and towards the environment. Respecting others points of view, making decisions and explaining choices. The work of volunteers in a community. Explore and critique how the media present information.</p>
<b>Year 6</b>	<p>Identifying strengths, areas for improvement, setting goals - link to targets to achieve prior to transition into Year 7. Describing feelings and emotions and</p>	<p>Recognising different types of relationships and forming and maintaining positive and healthy relationships. Factors which contribute to similarities and</p>	<p>Increasing responsibilities/rights in the home, at school, in the community and towards the environment. Making decisions and explaining choices.</p>

	<p>strategies for managing feelings.  Basic emergency aid procedures.  Keeping safe online and protecting personal information.  Responsible use of mobile phones and safe user habits.  Rules and laws in different situations.  Human Rights - UN Declaration of the Rights of the Child.</p>	<p>differences between people.  Understand the difference between the terms sex, gender identity and sexual orientation.  Nature and consequences of discrimination, teasing and bullying behaviours.  Increased independence and responsibilities - resisting pressure.</p>	<p>The diversity of the UK.  The lives, values and customs of people living in other places.  Exploring and critiquing social media.  Preparation for Year 7 taster days and transition into Year 7.</p>
<b>Year 7</b>	<p>Managing transition into Year 7, organisation and time management skills.  Friendships and friendship problems.  Learning styles, study skills and taking responsibility for academic progress.  Healthy lifestyle - balanced diet, regular exercise and adequate sleep.  Managing negative influences on lifestyle choices, e.g. the media.  Financial decisions - making financial choices, spending, saving and managing a budget.</p>	<p>Challenging and managing prejudice and discrimination.  Diversity, prejudice and bullying and strategies to respond to bullying. Including cyber bullying.  Recognising and managing the risks of using the internet and social media.  Different types of relationships and conflict strategies within the context of personal relationships.  Risks to health from substance use (alcohol &amp; tobacco) and managing peer influence.  Physical and emotional changes young people experience and the importance of personal hygiene.  Understanding and managing physical and emotional changes during puberty.  Taking increased responsibility for own health.</p>	<p>The role of parents and explore family life.  Skills and qualities associated with enterprise and employability.  Different types of employment and roles at work.  Early aspirations for future career choices and relate this to own skills and strengths.  Challenge career stereotypes which may limit career aspirations.</p>
<b>Year 8</b>	<p>Emergency situations and basic first-aid and life-saving skills.  Personal safety both inside and outside the home including road safety and internet safety.  Facts and laws surrounding drug use and managing peer influences.  Right and responsibilities in the community - in careers and life choices - challenging stereotypes.</p>	<p>Managing online safety.  Rights and responsibilities in a diverse community.  Tackling discrimination - age, disability racism and religious discrimination.  Impact of peer influences on tolerance and respect towards others.  Awareness of mental and emotional wellbeing issues.  Strategies to promote mental health and resilience.  Impacts of and ways to manage loss.</p>	<p>Importance of friendship as a basis for romantic relationships.  Explore qualities and behaviours in positive, healthy relationships.  Forming partnerships and impacts of having a partner.  Diversity in sexual attraction.  Impact of peer influence and protecting own rights.  Evaluating value for money in services.</p>

		Body image and positive and negative impact of social media on self-esteem and body image. Introduction to sexuality and consent. Introduction to contraception including the condom and the pill.	Risks and consequences of personal choice in financial decision making.
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### **Middle School**

	<b>Autumn Term (covering Health &amp; Wellbeing &amp; Living in the Wider World themes)</b>	<b>Spring Term (covering Relationships &amp; Health &amp; Wellbeing themes)</b>	<b>Summer Term (covering Relationships &amp; Living in the Wider World themes)</b>
<b>Year 9</b>	Skills to manage changing friendships and peer pressure. Drug use including laws related to drug use, health and legal consequences of drug-related behaviour. Strategies to manage peer influence on alcohol, tobacco and drug use. Risks posed by unhealthy coping strategies. Review of pupils strengths, interests, qualities and ambitions and link these to employability and career aspirations. Understand the range of post 16 options and guidance in choosing GCSE options	Managing conflict with parents and family members. Gender identity, gender stereotyping and transphobia. Diversity in sexual attraction. Effects of homophobia and biphobia and how society has challenged homophobia and biphobia. Managing online safety and taking increased responsibility for online safety and digital literacy. Promoting a more mature understanding of how to balance work, leisure and exercise. Importance of resilience in maintaining positive mental health. Risks posed by unhealthy coping strategies. Protecting their body from inappropriate and unwanted contact and understand that actions such as FGM are illegal. Understand what FGM is, risks, accessing help and laws.	Developing healthy, respectful relationships with sexual or romantic partners and managing pressures. Understanding consent. Develop knowledge of sexually transmitted infections and how these can be prevented. Contraception and how to access appropriate services. Media's influence on sexual relationships. Staying safe and managing online relationships. Reflect on enterprise and employability skills developed and to further develop enterprise skills.
<b>Year 10</b>	Strategies to manage transition into Year 10 including learning habits and strategies to manage emotional wellbeing with the transition. Distinguishing between facts and perception	Strategies for beginning a positive and healthy intimate relationship. Features of an exploitative relationship and how to access support in such situations - pressure, coercion and exploitation.	The different types of family structures in the UK today. Responsibilities and implications of parenthood. Options available following an unplanned

	<p>in relation to mental health.</p> <p>Strategies to safeguard emotional and mental health, understanding support services available and how to access them.</p> <p>Understanding of the range of work opportunities.</p> <p>Rights and responsibilities at work, including health and safety laws.</p>	<p>Managing the end of an intimate relationship.</p> <p>Impact of role models on health-related behaviour.</p> <p>Media representation of alcohol and drug use in the media.</p>	<p>pregnancy.</p> <p>Impact and effects of family breakdown and bereavement and strategies for coping with changes.</p> <p>Understanding the financial, social and emotional risks of poor money management.</p> <p>Risks of gambling and laws on gambling.</p> <p>Importance of maintaining a positive online reputation in relation to employment and work.</p>
<b>Year II</b>	<p>Study skills and effective revision strategies to maximise learning potential in preparation for GCSE exams.</p> <p>Managing stress and how to access support.</p> <p>Post-16 options - accessing information and support and application process for post-16 options.</p> <p>Employability skills and how to develop these.</p> <p>Managing work/life balance in context of a part-time job while studying.</p>	<p>Gender identity, gender expression and sexual orientation.</p> <p>Understanding values in the context of maturing relationships.</p> <p>Recognising and responding to unwanted attention both online and offline.</p> <p>Forms of domestic abuse.</p> <p>Legal, physical and emotional consequences of forced marriage.</p> <p>Risk management and safety strategies in increasingly independent contexts.</p> <p>Importance of lifestyle choices, self-examination and vaccination to support health.</p> <p>Accessing health information and services.</p> <p>Lifestyle choices, self-examination and vaccinations to support health.</p> <p>Risk associated with cosmetic alterations to their body.</p>	<p>Understanding diversity, discrimination and conflicting values and strategies to manage these.</p> <p>Understand the nature of extremism.</p> <p>Revision techniques in preparation for exams.</p> <p>Pupils go on exam leave in early May of the Summer Term.</p>

### Sixth Form

	<b>Health &amp; Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
<b>Year 12</b>	To take responsibility for monitoring own health and wellbeing (including self-examination and the benefits of health	<p>How to develop and maintain healthy relationships.</p> <p>How to manage the ending of relationships safely</p>	Understand how to be a 'critical consumer' of online information in all its forms; appreciate how social media can expand, limit

<p>screenings); how to recognise illnesses that affect young adults.</p> <p>To perform first aid including CPR and evaluate when to summon emergency services.</p> <p>How to maintain a 'work life balance' including understanding the importance of regular exercise and sleep.</p> <p>To recognise common mental health issues such as anxiety, depression, disordered eating, self-harm and compulsive behaviours in themselves; evaluate support available to manage these behaviours, and to access the most appropriate support for themselves or others.</p> <p>To recognise how pressure to conform to media stereotypes (or manipulated images) can adversely affect body image and the impact this can have on self-esteem; develop strategies to manage this pressure.</p> <p>Manage alcohol and drug use in relation to immediate and long term health; understand how alcohol and drug use can affect decision making and personal safety; evaluate the impact of their use on road safety, work-place safety, legal safety, reputation and career.</p> <p>-</p>	<p>and respectfully.</p> <p>To understand and value the concept and qualities of consent in relationships; understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent.</p> <p>To understand and appreciate the legal consequences of failing to respect others' right to not give or to withdraw consent; seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape.</p> <p>To understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations.</p> <p>To understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of contraception, including how and where to access it.</p> <p>To understand how to access emergency contraception; understand the timeframe within which it can be effective; know how and where to access it.</p> <p>Access the pathways available to them in the event of an unintended pregnancy and understand the</p>	<p>or distort their view of the world; recognise the importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media.</p> <p>To recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion.</p> <p>To understand and be able to access further and higher education options and training.</p> <p>To understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols.</p> <p>To understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the workplace and the importance of the data protection act in the workplace.</p> <p>How to recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience workplace harassment.</p> <p>Recognise the different roles of human resources (HR) departments, trade unions</p>
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		<p>importance of getting advice and support quickly.</p> <p>Understand female genital mutilation (FGM); get help for themselves or others they believe to be at risk or to be suffering from related physical or emotional problems following FGM.</p>	<p>and professional organisations; understand 'whistleblowing': what it is and when it is appropriate.</p> <p>Apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction); produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references.</p> <p>Understanding the UCAS process.</p>
<b>Year 13</b>	<p>Understand how to maintain a healthy diet on a budget.</p> <p>Manage being 'new' in 'new places'; fitting in and making new friends, i.e. in the workplace or at university.</p> <p>How to register with and access health services in new locations.</p> <p>Recognise common mental health issues such as anxiety, depression, eating</p>	<p>Understand how to recognise, manage and escape from different forms of physical and emotional abuse; how and where to get support; how to support others they care about to manage and escape from abuse.</p> <p>Appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views.</p> <p>Manage issues of harassment (including online) and stalking; understand their rights and access</p>	<p>Travel safely in the UK: alone; by road; rail; at night (including the safe use of 'hired transport' such as taxis).</p> <p>Travel safely abroad (including legal issues such as passports; visas and work permits, their costs and allowing sufficient time to acquire them; the role of embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different in other</p>

	<p>disorders, self-harm and compulsive behaviours in themselves; evaluate support available to manage these behaviours, and to access the most appropriate support for themselves or others.</p> <p>Understand and manage the issues and considerations concerning body 'enhancement' or 'alteration' including cosmetic procedures and surgery, tattoos, body piercing and dietary supplements.</p> <p>Avoid contracting or passing on a sexually transmitted infection (STI); know what to do if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back clear, telling partners) and know where and how to access local and national advice, diagnosis and treatment.</p> <p>Manage personal safety, including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends) and travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licensed taxis).</p>	<p>support.</p> <p>Recognise and respect what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around 'professional relationships'.</p>	<p>countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun safety, travel insurance and seeking medical and legal help abroad.)</p> <p>How to exercise their legal rights and responsibilities; know who can support them if they have a grievance.</p> <p>Understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone; whom to tell.</p> <p>Manage contracts; understand the process of renting items and accommodation; know who can support them if they need help.</p> <p>How to plan their budget, especially when living away from home for first time.</p> <p>Understand and manage taxation and national insurance; understand pensions and their importance; the benefits of starting early and making regular, realistic contributions.</p> <p>Understand and manage debt; assess sources of and risks associated with loans; calculate repayments; understand the consequences of failure to repay, especially short-term high interest loans.</p>
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