



*The Vanguard Learning Trust is a group of local primary and secondary schools in Hillingdon. We strive to be a Trust that serves its local community and is pioneering in its approach to broadening our students' lives. We believe in effective teaching which allows our students to shine both in and out of the classroom and that intellectual curiosity is at the core of every learning experience. Whilst schools in the Trust have their own ethos and values, they share the common aspiration that all students can achieve their potential and life is a journey of discovery.*

## **Personal, social, health and economic education (PSHE) policy, incorporating relationships and sex education (RSE)**

**Part A: Trust-wide**

**Part B: Ruislip High School**

**Spring term 2026**

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## Part A: Trust-wide

### 1. Aims

Vanguard Learning Trust's personal, social, health and economic (PSHE) education policy reflects and upholds the collective core values of equity, aspiration and collaboration. The Trust is committed to providing all students with access to a broad, inclusive, accurate and age-appropriate PSHE curriculum, which includes statutory relationships and sex education (RSE), and promotes the wider personal development of every learner. The Trust's approach to PSHE/RSE enables students to explore and understand a wide range of topics including physical and mental health, wellbeing, relationships, families, personal safety (including online), digital literacy, financial awareness and preparation for adult life. Through this policy, the Trust aims to ensure that all students, regardless of background, need or ability, are equipped with the knowledge, skills and attitudes to navigate their lives safely, responsibly and successfully, now and in the future. This includes helping students to:

- engage in sensitive discussions in a safe, respectful and age-appropriate environment;
- develop self-respect, confidence, resilience and empathy;
- prepare for puberty and adolescence, with an understanding of human development, health, hygiene and consent;
- create a positive, inclusive culture around relationships, gender, sexuality, identity and domestic abuse awareness;
- develop the correct vocabulary to describe emotions, bodies and relationships;
- make informed, safe and healthy choices in all areas of life, including online;
- recognise and respond to risks, unhealthy relationships, coercion and abuse, and seek help when needed;
- critically evaluate information, misinformation, disinformation and conspiracy theories, particularly online;
- foster economic and financial awareness, and understanding of rights, responsibilities and the wider world; and
- promote aspiration and personal agency, enabling students to understand and shape their future choices and opportunities.

### 2. Statutory requirements

While PSHE education is non-statutory, elements are required by law. Vanguard Learning Trust is committed to meeting all relevant legal and statutory obligations across its primary and secondary academies. In accordance with the Children and Social Work Act 2017:

- All primary academies in the Trust must provide relationships education to all students.
- All secondary academies in the Trust must provide relationships and sex education (RSE) to all students.
- All academies (primary and secondary) must provide health education.

The Trust also complies with:

- Education Act 1996 (Sections 403, 406, 407);
- Equality Act 2010 and the Public Sector Equality Duty;
- Keeping children safe in education 2024 (KCSIE);

Although academies do not have to follow the National Curriculum, Vanguard Learning Trust is expected to provide students with a curriculum comparable in breadth and ambition. This includes teaching statutory science content, which covers elements of sex education at primary level. The Trust is also required, under its funding agreements, to have regard to guidance issued by the Secretary of State. This includes the most recent version of the Department for Education's statutory guidance '*Relationships education, relationships and sex education (RSE) and health education*' (updated 2021, [click here](#)). In addition, the Trust will comply with its legal duties under:

- Sections 406 and 407 of the Education Act 1996, relating to the political impartiality of the curriculum
- Section 403 of the Education Act 1996, relating to sex education
- The Equality Act 2010, including:
  - Part 6, Chapter 1, covering education provisions

- The Public Sector Equality Duty (section 149), which requires public bodies to:
  - Eliminate discrimination, harassment and victimisation
  - Advance equality of opportunity
  - Foster good relations between people with different characteristics
- Prevent Duty guidance

The Trust's approach to PSHE, including RSE, ensures that statutory content is delivered sensitively, inclusively, and in a way that fosters respect for all.

### 3. Policy development

This policy has been developed through a process of collaborative consultation across the Vanguard Learning Trust. The Trust recognises the importance of engaging a range of stakeholders, ie. staff, students, parents/carers and governors, in shaping a curriculum and policy that is inclusive, relevant and reflective of the needs of our diverse school communities. The consultation and policy development process included the following steps:

1. **Review:** The designated lead for PSHE/RSE education in each school reviewed existing practice and collated relevant information, including statutory guidance, local authority priorities and Trust-wide curriculum intentions.
2. **Staff consultation:** Staff from all Trust schools were invited to review a draft of the policy and provide feedback. This ensured that the policy aligns with classroom practice and addresses the pastoral needs of students.
3. **Parent/carer and stakeholder engagement:** Parents/carers and other interested stakeholders were given opportunities to engage with the development of the policy, via consultation meetings, surveys, or digital feedback mechanisms, at school level.
4. **Student voice:** Schools gathered the views of students through age-appropriate methods such as focus groups or questionnaires to ensure the curriculum is meaningful, inclusive and responsive to student needs.
5. **Ratification by the Board of Trustees and local governing bodies:** Following review and amendment, the policy was approved, ensuring that it accurately reflects both Trust-wide expectations and school-level context.

This consultation process is ongoing. Stakeholders will be revisited periodically, especially in response to new statutory guidance or national policy changes, to ensure the policy remains up to date and reflective of evolving needs and expectations. Emerging topics such as misinformation, online safety, domestic abuse awareness and LGBTQ+ inclusivity will be periodically reviewed and integrated as needed. This policy will be reviewed on an annual basis: Part A will be reviewed by the Trust's personal development lead and Part B will be reviewed by the school's lead for PSHE/RSE. Amendments will be made where necessary to keep the policy current and effective.

### 4. Definitions

- **Personal, social, health and economic education (PSHE)** is the umbrella under which relationships and sex education (RSE) is delivered. PSHE supports the development of students' knowledge, skills and attributes to manage their lives, both now and in the future. It covers a wide range of issues related to health and wellbeing, relationships and living in the wider world, including financial education and preparation for adulthood.
- **Relationships and sex education (RSE)** is defined by the Trust as the emotional, social and cultural development of students, which includes learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves both the sharing of information and the exploration of values, attitudes and beliefs. RSE is not about the promotion of sexual activity.
- **Sex education**, as a distinct aspect of RSE, refers to learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes teaching about conception and contraception, safer sex, sexually transmitted infections and sexual health. Sex education also involves helping students understand consent, boundaries and the responsibilities and consequences associated with intimate relationships.
- **Health education**, which is also statutory, includes teaching about physical health, mental wellbeing, puberty, personal hygiene, healthy eating, drugs and alcohol and basic first aid. It supports students

to develop the resilience and knowledge they need to make positive choices for their physical and mental health.

- **Economic education** introduces students to themes such as money and budgeting, saving, financial choices, enterprise and the world of work. It supports young people in developing the awareness and confidence needed to navigate life beyond school.
- **Digital literacy** refers to the skills that children and young people need to critically evaluate information online, identify misinformation and disinformation, and understand risks including online radicalisation and conspiratorial content. Through PSHE, students are supported to develop resilience to extremist narratives, build critical thinking skills and understand how to seek help or report concerns. This contributes to the Trust's responsibilities under the Prevent duty by promoting safe online behaviours, respectful dialogue and awareness of how individuals may be drawn into harmful or extremist ideologies.

## 5. Curriculum

The Trust is responsible for ensuring that all schools deliver a statutory relationships and sex education (RSE) curriculum. This statutory content applies to all primary and secondary academies and is set out in **Appendix A** of this policy. Trust schools are required to deliver this content in full. Beyond RSE lessons, schools also provide a broader programme of personal, social, health and economic (PSHE) education. PSHE is a non-statutory subject, though it incorporates statutory health education and reflects the Trust's commitment to supporting students' wider personal development and preparation for adult life. Each school in the Trust designs its own PSHE curriculum to meet the needs of its community, taking into account local context, student voice and national guidance. These curriculum maps, including content, sequencing and delivery models, can be found in **Part B** of this policy, alongside information about lesson timetabling and enrichment opportunities. All curriculum content, whether statutory or non-statutory, has been developed in consultation with parents/carers, students and staff. All schools are expected to deliver content that is accurate, inclusive and appropriate to students' age and stage of development. If students ask questions that fall outside the planned curriculum, staff will respond in a sensitive and appropriate manner to ensure students are well informed and do not rely on potentially unsafe sources of information. Parents and carers may request to view curriculum materials at any time and are encouraged to engage with their child's learning in this area.

## 6. Delivery of curriculum

### 6.1 PSHE

PSHE education is delivered in all Trust schools in a way that reflects their local context, student needs and curriculum models. Schools have flexibility over how PSHE is timetabled and taught, with delivery taking place through discrete lessons, tutor time, enrichment days or cross-curricular links. Each school sets out its PSHE curriculum mapping in **Part B** of this policy. PSHE provision is expected to be:

- inclusive and responsive to student diversity;
- age- and developmentally appropriate;
- informed by consultation with students, parents and staff; and
- consistent with the Trust's values and safeguarding responsibilities.

Topics covered within PSHE include physical and mental health, emotional wellbeing, digital literacy, financial education, citizenship, personal safety and preparation for adult life. Some elements of PSHE are statutory, such as health education, while others are non-statutory but remain a valued part of the Trust's broader curriculum provision. Schools may enhance their PSHE provision through assemblies, awareness campaigns, visiting speakers or external agencies, provided such input aligns with safeguarding policies and is overseen by staff.

### 6.2 RSE

Relationships and sex education (RSE) is delivered primarily through the PSHE curriculum, with biological elements taught in science and ethical or moral aspects explored within religious education.

- In primary academies, RSE focuses on helping students understand families and the people who care for them, develop caring friendships, and learn about physical safety and wellbeing. This

foundational knowledge prepares children for puberty and adolescence in an age-appropriate and supportive way.

- In secondary academies, RSE builds on this foundation to cover more complex aspects of human development, including different types of families, online and media influences, intimate and sexual relationships, sexual health, and consent. The curriculum also addresses risks such as domestic abuse, coercive control, and exploitation, equipping students with the understanding and skills to recognise unhealthy or unsafe relationships and to seek help when necessary.

Teaching is conducted sensitively and inclusively, reflecting the diversity of students' experiences, backgrounds and identities. Staff ensure that content does not stigmatise any individual or group, and that students who are looked after, have caring responsibilities or face additional vulnerabilities are supported throughout. Teaching about sexual relationships is framed within the law, including the age of consent, and all RSE is delivered in line with statutory guidance. This includes avoiding promotion of illegal activity or extremist views and emphasising the importance of respect, equality and safety in all relationships. Expectations for what students should know and understand by the end of each phase are set out in **Appendix A**, with schools responsible for sharing teaching materials with parents/carers on request, and engaging them in discussion about curriculum content.

### 6.3 Inclusivity

All schools within Vanguard Learning Trust are expected to deliver PSHE and RSE in a way that is inclusive, respectful and responsive to the needs of all students. Teaching must reflect the diverse experiences, backgrounds and identities of the school community and promote a sense of safety, dignity and belonging for every learner. Staff will ensure that all students:

- feel supported and safe during discussions of sensitive topics;
- are able to access the curriculum in ways appropriate to their needs and developmental stage; and
- see themselves and their families represented positively within teaching materials and examples.

The Trust recognises that students may have differing levels of readiness, comfort and experience in engaging with aspects of PSHE and RSE. Schools are therefore encouraged to consider a range of delivery methods, including:

- Whole-class lessons
- Small group or targeted sessions
- One-to-one discussions where appropriate
- Use of digital or asynchronous formats to support accessibility

Content will be adapted or differentiated as needed to meet the requirements of students with special educational needs and disabilities (SEND), those for whom English is an additional language, or those needing additional pastoral support. This ensures all students can engage meaningfully with the curriculum and benefit from its protective and developmental intent. Schools will also deliver PSHE and RSE with sensitivity towards the faith and cultural backgrounds of their students and families, recognising the importance of respecting diverse beliefs and values. At the same time, teaching will uphold the principles of equality and non-discrimination as set out in the Equality Act 2010. The Trust encourages meaningful parental engagement in PSHE and RSE. Schools will provide clear information about curriculum content and offer opportunities for parents and carers to discuss and ask questions. This partnership helps ensure that learning is supported at home and that families feel confident in how sensitive topics are approached.

### 6.4 Use of resources

Schools within Vanguard Learning Trust will carefully consider all resources used to support PSHE and RSE teaching to ensure they:

- align with the requirements set out in the statutory relationships and sex education guidance;
- support students in applying their knowledge in a variety of contexts and real-life situations;
- are age-appropriate, taking into account students' developmental stages, backgrounds and needs;
- are evidence-based, containing accurate facts and reliable statistics;
- fit coherently within the Trust's agreed curriculum plan;
- come from credible and trusted sources;
- are compatible with effective teaching approaches and learning styles; and
- are sensitive to students' lived experiences and designed to avoid causing distress or harm.

The Trust expects schools to regularly review their teaching materials and adapt or replace resources where necessary to maintain the highest quality of provision.

## **7. Use of external organisations and materials**

The Trust is committed to ensuring that any external organisations or materials used in the delivery of PSHE and RSE are appropriate, balanced and comply with all legal and statutory requirements. The Trust remains responsible for the content delivered to students, including what external speakers say, and ensures that this content upholds fundamental British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. All Trust schools will:

- conduct thorough checks and engage carefully with external agencies to ensure their approach to PSHE and RSE is balanced and appropriate;
- confirm that resources and materials are age-appropriate and suitable for students' developmental stages;
- ensure all content complies with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998, and the Education Act 1996;
- only work with agencies where they have full confidence in the organisation, its methods, and its resources;
- review any case studies provided and seek feedback from other schools or organisations that have worked with the agency;
- be clear about the content and stance of any external speakers before engagement;
- request to see all materials to be used in advance;
- know the identities of all external personnel involved and apply standard safeguarding procedures;
- conduct basic online searches on agencies and individuals to identify any potential concerns;
- confirm the agency's protocol on photography, recording or use of personal data during sessions;
- remind teaching staff that they may refuse or stop a session if necessary;
- ensure a member of school staff is present for the entirety of any session involving external visitors; and
- share external materials with parents and carers to promote transparency.

Trust schools will **not**, under any circumstances:

- collaborate with external organisations that promote extreme political positions; and/or
- use materials produced by such organisations, even if individual resources appear non-extreme.

This rigorous approach ensures that all external input supports the Trust's educational aims and safeguarding responsibilities.

## **8. Roles and responsibilities**

### **8.1 Board of Trustees**

The board of trustees is responsible for approving this PSHE/RSE policy and holding headteachers accountable for its effective implementation through local governing bodies and the Chief Executive Officer (CEO).

### **8.2 Chief Executive Officer (CEO)**

The CEO will:

- approve the PSHE and RSE policy on behalf of the Trust;
- collaborate with headteachers to support the consistent and effective implementation of the policy across all schools;
- report to the board of trustees on any issues or developments related to policy implementation within the Trust

### **8.3 Trust personal development lead**

The Trust's personal development lead is responsible for overseeing the implementation and quality assurance of PSHE/RSE across all schools within Vanguard Learning Trust. This includes:

- supporting schools in the development and review of PSHE and RSE curricula;
- supporting schools in ensuring statutory content is embedded and consistently delivered across phases;

- monitoring the quality of provision through engagement with curriculum leads and other Trust monitoring processes;
- providing guidance and training to staff via the PSHE/RSE Forum, including signposting to appropriate resources and professional development;
- leading on policy development in relation to PSHE and RSE;
- acting as a point of contact for emerging national policy or statutory updates in this area; and
- ensuring that curriculum design reflects the Trust's values of equity, aspiration and collaboration and promotes student wellbeing and personal development.

The personal development lead works in collaboration with headteachers, DSLs, PSHE/RSE leads and local governing bodies to support high-quality, inclusive provision that meets the needs of all students.

#### **8.4 Local governing bodies**

Local governing bodies have a key role in supporting the implementation of the PSHE and RSE policy in their respective schools. They are responsible for monitoring delivery and raising any concerns or challenges with the CEO.

#### **8.5 Headteacher**

The headteacher is responsible for ensuring that PSHE and RSE are taught consistently and effectively across their school. This includes:

- ensuring that statutory RSE content is delivered in line with this policy and relevant guidance;
- making resources and curriculum materials available to parents and carers;
- managing any requests from parents/carers to withdraw students from non-statutory components of RSE (see section 11); and
- supporting staff in delivering sensitive and inclusive lessons.

#### **8.6 Staff**

All staff involved in delivering PSHE/RSE are responsible for:

- delivering the curriculum sensitively and professionally;
- modelling positive attitudes towards all aspects of PSHE/RSE;
- monitoring and supporting student progress in these areas;
- responding appropriately to individual student needs; and
- respecting and managing parental requests for withdrawal from non-statutory RSE components.

Staff do not have the right to opt out of teaching statutory RSE. Staff who have concerns or require support should discuss these with the headteacher. Specific names and roles of staff responsible for PSHE and RSE delivery in each school are detailed in **Part B** of this policy.

#### **8.7 Students**

Students are expected to engage fully in PSHE and RSE lessons. When discussing topics related to these areas, they should treat others with respect and sensitivity.

### **9. Safeguarding**

The Trust recognises that high-quality PSHE, including statutory relationships and sex education (RSE), plays a vital role in creating a strong culture of safeguarding across all schools. These subjects help students understand what constitutes healthy and unhealthy relationships, how to keep themselves safe, and where and how to seek help if needed. RSE in particular supports schools in fulfilling their statutory duties under *'Keeping children safe in education'* (2024) by providing age-appropriate opportunities for students to learn about consent, boundaries, power imbalances and how to recognise and report abuse, exploitation or neglect. The Trust is aware that some of the topics covered within PSHE/RSE may lead to students disclosing experiences of abuse, harm or other difficulties. All staff across the Trust receive annual statutory training in child protection and safeguarding, and are required to follow their school's safeguarding procedures. Any concerns are reported immediately to the school's Designated Safeguarding Lead (DSL). The Trust also recognises that some students may be more vulnerable to the emotional impact of certain content, due to previous safeguarding concerns, ongoing issues at home or changes in their personal lives. For these students, schools will take additional steps to ensure they are supported appropriately. This may include

adapting lesson content, offering pre-lesson briefings, providing alternative activities or arranging follow-up support from pastoral staff. Further information about how each school creates a safe and supportive learning environment, including how sensitive topics are handled, is included in **Part B** of this policy.

## **10. Parents'/carers' right to withdraw**

### **10.1 Relationships and sex education in primary schools**

In primary schools, parents and carers do not have the right to withdraw their children from relationships education, which is statutory. Parents and carers may request to withdraw their child from the non-statutory elements of sex education that are not part of the science curriculum. These requests should be submitted in writing using the form in **Appendix B** and addressed to the headteacher of the relevant school. Where a student is withdrawn, schools will provide appropriate alternative work during these lessons. Headteachers will report the number and nature of any withdrawal requests to the CEO via the Trust's half-termly reporting process. This supports oversight and consistency across the Trust in how such requests are managed.

### **10.2 Relationships and sex education in secondary schools**

In secondary schools, parents and carers have the right to request that their child be withdrawn from the non-statutory components of sex education within RSE. This right applies until three terms before the child turns 16. After that point, if the student wishes to receive sex education, the school will arrange for them to do so. Requests for withdrawal must be made in writing using the form in **Appendix B** and addressed to the school's headteacher. A record of each request will be kept on the student's educational file. The headteacher will meet with parents or carers to discuss the request and any concerns, and will then make suitable arrangements. Students who are withdrawn will be given appropriate alternative work.

### **10.3 Students with SEND**

The right to withdraw from non-statutory sex education applies equally to students with special educational needs and disabilities (SEND). Schools will work in partnership with parents and carers to ensure that any decision to withdraw a student with SEND is made with a clear understanding of the student's needs, access to learning and entitlement to a broad and balanced curriculum. Alternative provision will be adapted where necessary to meet individual learning requirements.

### **10.4 Religious education**

Elements of the school's provision of religious education (RE) can typically be found within the school's broader PSHE curriculum, in line with locally agreed syllabi and the values of respect, inclusion and cultural understanding. In accordance with Section 71 of the School Standards and Framework Act 1998, parents/carers have the right to request that their child be wholly or partly withdrawn from religious education. Any such request should be made in writing using the form in **Appendix B** and addressed to the headteacher. Schools will work in partnership with families to ensure that the process is managed sensitively and appropriately, with suitable alternative arrangements provided where needed.

## **11. Training**

Staff receive training on the delivery of PSHE, including statutory relationships and sex education (RSE), as part of their induction and ongoing professional development. Training may be delivered internally by school or Trust leaders, or through external providers with relevant expertise. This includes professionals such as school nurses, health advisors or other approved agencies with experience in delivering RSE and supporting staff development. Each headteacher and/or school PSHE/RSE lead is responsible for identifying staff training needs and ensuring that all staff feel confident and supported to deliver sensitive content accurately and appropriately. The Trust supports a collaborative approach to professional development by encouraging the sharing of good practice across schools and facilitating Trust-wide opportunities for staff training where appropriate.

## **12. Monitoring arrangements**

The delivery of PSHE, including statutory RSE, is monitored at school level by each school's PSHE/RSE lead through regular quality assurance activities such as planning scrutinies, lesson observations and learning walks. This helps ensure that the curriculum is being taught effectively and consistently. Students' progress

and development in PSHE/RSE are monitored by class teachers and year teams, using each school's internal assessment systems. Feedback from students and staff, as well as outcomes from curriculum reviews, informs ongoing improvements. At Trust level, the personal development lead works with schools to monitor the quality and consistency of provision across the Trust and to identify areas of strength and development. This policy will be reviewed annually by the Trust's personal development lead.

- **Part A** (Trust-wide) will be reviewed and approved by the **board of trustees**
- **Part B** (school-specific) will be reviewed and approved by each school's **local governing body**

Any significant changes to statutory guidance or DfE policy will trigger an earlier review, if required.

#### Version history

First issue/revision date	Approved by	Summary of changes if not first issue
March 2026	BoT	New policy

## Appendix A: Statutory elements of relationships and sex education (RSE)

By the end of primary school, students should know:

Topic	students should know
<b>Families and people who care about me</b>	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>

By the end of secondary schools, students should know:

Topic	students should know
<b>Families</b>	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

<b>Online and media</b>	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**Appendix B: Parent/carer form: withdrawal from sex education within RSE**

To be completed by parents/carers			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. <i>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>

## **Part B: Ruislip High School**

### **1. Introduction, intent and scope**

The personal, social, health and economic education (PSHE) programme at Ruislip High School, which includes statutory relationships and sex education (RSE), plays a central role in promoting student wellbeing, safeguarding children and young people, as well as preparing them for life in modern Britain and beyond. Through the school's PSHE/RSE curriculum, students are supported to develop self-awareness, respect for others and a sense of social responsibility. Effective provision will enable students to make responsible and well-informed decisions about their lives, based on empathy, respect and accurate knowledge.

High-quality, inclusive RSE builds confidence and self-esteem, encourages healthy and respectful relationships and helps students stay safe both online and offline. It does not promote sexual activity or any particular lifestyle. Instead, it provides students with the language, understanding and strategies they need to navigate the challenges of growing up safely and confidently.

The PSHE curriculum at Ruislip High School offers a structured and supportive space in which students:

- reflect on their own values and beliefs while learning about those of others;
- recognise and celebrate similarities and differences within the school and the wider community;
- engage with complex and age-appropriate moral, social and philosophical questions; and
- explore issues relating to personal safety, wellbeing and healthy relationships.

Whole-school opportunities, such as assemblies, themed events and awareness weeks, further support students' personal development and help to reinforce curriculum content in a broader context. The PSHE and RSE provision is shaped through ongoing consultation with students, parents/carers and staff, and is responsive to both the needs of the school community and local safeguarding priorities.

Content is delivered in a way that is age-appropriate, inclusive and sensitive to students' lived experiences. As students move through the school, the curriculum builds in depth and complexity, ensuring learning is developmentally appropriate and supports preparation for future education and adult life. This approach reflects the school's values of community, aspiration, respect and endeavour and supports the inclusive culture of celebrating diversity and tackling discrimination.

### **2. A safe and supportive learning environment**

The relationships and sex education (RSE), and wider PSHE programme at Ruislip High School, aims to provide students with balanced, factual and age-appropriate information about the emotional, ethical, moral and, where appropriate, religious dimensions of health and relationships. This includes clear and accurate knowledge of human development, reproduction, sexuality and personal safety, consent, coercive control, domestic abuse, and online risks, including misinformation and disinformation.

Teaching fosters positive values and moral judgement, helps students communicate effectively about sex, relationships and health, and ensures they know how to access confidential support when needed. Lessons are delivered in a safe environment, supported by clear ground rules co-constructed with students.

Techniques such as distancing strategies allow open dialogue while protecting individual comfort. Staff model respect, inclusivity and neutrality throughout discussions.

### **3. Equality and inclusion**

Ruislip High School recognises that high-quality PSHE and RSE are critical to promoting equality, inclusion and social justice. The curriculum actively challenges stereotypes, prejudice, discrimination and harassment, and celebrates diversity across gender, sexuality, cultural and religious identities. Provision is adapted to meet the needs of students with special educational needs and disabilities (SEND) and those for whom English is an additional language, drawing on specialist advice where necessary. Students are supported to see themselves and their families reflected positively in learning materials. The curriculum addresses gender equality, challenges sexism and sexual harassment, and ensures that students who may be questioning their sense of

identity (which could include their sexuality) are respected and supported. Religious and cultural considerations are incorporated sensitively, while upholding the principles of equality and non-discrimination set out in the Equality Act 2010. Parental engagement is actively encouraged, with opportunities for discussion, feedback, and review of curriculum content.

#### 4. Roles and responsibilities

- The senior teacher for Personal Development with the responsibility for the PSHE/RSE curriculum is Joanne Brown.
- The subject leader for PSHE is Joanne Brown.
- The subject leader for Science is Laura Hide.
- The subject leader for RE and Ethics is Joanne Brown.

PSHE/RSE is delivered by teaching staff across the school and all tutors. Leaders ensure consistency, quality, and statutory compliance, and coordinate professional development to support staff confidence in delivering sensitive topics.

#### 5. Curriculum

The PSHE/RSE curriculum at Ruislip High School has been developed in line with statutory guidance on relationships and sex education, health education, drug education, financial education, and healthy lifestyle promotion. The curriculum is planned thematically to ensure students build on prior knowledge year-on-year in an age-appropriate and developmentally appropriate manner. Students explore broad themes including:

- Health and wellbeing
- Healthy relationships and consent, including domestic abuse awareness and coercive control
- Online safety and digital literacy, including evaluation of misinformation and disinformation
- Drugs and alcohol awareness
- First aid and personal safety
- Financial capability and economic awareness

Staff respond honestly to questions, using correct terminology and adapting responses to students' developmental stage. More detailed or individual questions may be addressed outside lessons. Curriculum and delivery are regularly reviewed to meet the evolving needs of the school community. Further details can be found in **Appendix 1**.

#### 6. Delivery of PSHE/RSE at Ruislip High School

##### 6.1 Overview

At Ruislip High School, the majority of the PSHE/RSE programme is delivered through Cultural Studies. These lessons are complemented by weekly tutorial sessions, whole-school assemblies and targeted workshops delivered by external providers. The school also has a personal development calendar that strategically plans on a variety of topics including equality, mental health and nationally recognised months. Biological aspects of puberty and reproduction are covered in science, and ethical or religious perspectives are explored in the RE aspects of the Cultural Studies programme. Other subjects may embed elements such as online safety in Computing lessons. **Appendix 1** maps curriculum coverage across year groups.

##### 6.2 Accessibility

All content is delivered in a non-judgemental, factual manner, using correct medical and relational terminology. Lessons are accessible to all students, with adaptive teaching strategies for learners who may have additional needs as well those requiring additional pastoral support. Targeted reinforcement is provided when misconceptions or difficulties arise, often in collaboration with the special educational needs coordinator (SENCo) and pastoral staff. Schools will monitor curriculum coverage to ensure statutory content is delivered in full and, where sessions are missed due to absence, staffing changes or other disruption, appropriate arrangements will be made for learning to be revisited within the planned curriculum sequence.

### 6.3 Sensitive topics

PSHE/RSE may involve sensitive or challenging topics. Ground rules at the start of lessons establish expectations for respectful discussion and prohibit inappropriate personal disclosures. Staff respond honestly and neutrally, referring students to trusted support when questions extend beyond the curriculum. Students who are particularly vulnerable are offered adapted content, alternative activities or additional pastoral support. External health professionals or youth organisations may deliver targeted workshops, particularly for groups such as students in specialist resource provisions.

### 7. Safeguarding and confidentiality

Staff understand they cannot promise unconditional confidentiality. If a student discloses sexual activity, abuse, or risk, staff will:

- encourage discussion with parents/carers and/or medical professionals;
- refer the student to the designated safeguarding lead (DSL) in line with school procedures;
- provide accurate, age-appropriate advice on contraception, sexual health and safe behaviour.

PSHE/RSE content may prompt disclosures of abuse, neglect or other concerns. All staff adhere to safeguarding procedures and external professionals working in classrooms must follow school policy. Additional support is provided for vulnerable students to ensure safety and wellbeing throughout sensitive topics.

### 8. Monitoring

The quality and impact of PSHE/RSE are monitored regularly, incorporating formative assessment, student feedback and staff evaluation inform curriculum development. The school's senior leadership team leads on quality assurance activities, including lesson observations, planning reviews and student voice activities. The curriculum is reviewed to ensure coverage of statutory content, local safeguarding priorities and emerging issues such as digital resilience and domestic abuse awareness.

### 9. Sources of support and advice

Curriculum content draws on trusted resources including:

- The Oak Academy
- PSHE Association
- ChildLine, NSPCC, Brook, YoungMinds
- Local health and youth support services

These sources ensure accuracy, inclusivity and alignment with statutory guidance.

#### Version history

First issue/revision date	Approved by	Summary of changes if not first issue
May 2026	LGB	New Part B policy

## Appendix: Personal, social, health and economic education curriculum overview

### Key

- BV: British Values
- SG: Local safeguarding concerns
- SMSC: Spiritual, moral, social and cultural development
- PC: Protected characteristics

Year 7						
Cultural Studies						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>What students are learning</b>	Friendship SMSC/ SG	Identity and Diversity  Festivals of light SMSC/ PC/ BV	What makes a good leader?  BV	How was the world created?  Where does evil and suffering come from?  SMSC/ PC	Decision-making and our own values and morals Lifestyles - now and in the future  SMSC/ BV/ SG/ PC	Puberty  SMSC/ PC
<b>Key content and skills</b>	<ul style="list-style-type: none"> <li>• What do we value in a good friend?</li> <li>• How to be a good friend</li> <li>• Avoiding toxic friendships</li> <li>• Banter and bullying</li> </ul>	<ul style="list-style-type: none"> <li>• What is identity and why is it important?</li> <li>• British Values</li> <li>• What is my identity? What makes me who I am?</li> <li>• How are families</li> </ul>	<ul style="list-style-type: none"> <li>• What are the qualities of a good leader?</li> <li>• Comparing democracy and dictatorship</li> <li>• Democracy and Dictatorship: Rights and</li> </ul>	<ul style="list-style-type: none"> <li>• Students' views on how the world was created</li> <li>• Religious views on the creation of the world (Abramic view including</li> </ul>	<ul style="list-style-type: none"> <li>• What are morals and where do they come from?</li> <li>• Impact of right and wrong decisions on ourselves and others</li> <li>• How can we</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of puberty physically and emotionally</li> <li>• How to manage the changes that students may be going through, and where to seek help</li> </ul>

	<ul style="list-style-type: none"> <li>• What can religions teach us about friendships and how to treat people (Good Samaritan)</li> <li>• What can religions teach us about friendships and how to treat people? (Bilal)</li> </ul>	<p>similar and different? What might influence decisions made in a family?</p> <ul style="list-style-type: none"> <li>• Religious Discrimination - what is it? How does society and religion teach us not to discriminate?</li> <li>• Racism and Xenophobia - what is it? How does society and religion teach us to treat everyone equally?</li> <li>• Radicalisation - what is it, and how can it be prevented?</li> <li>• Hinduism &amp; Diwali</li> <li>• Judaism &amp; Hanukkah</li> <li>• Islam &amp; Eid</li> <li>• Christianity &amp; Christmas</li> </ul>	<p>Responsibilities</p> <ul style="list-style-type: none"> <li>• Democracy and freedom - what is democracy, what freedoms does it offer and is it perfect?</li> <li>• UK election system. MPs and general elections</li> </ul>	<p>differences and Hinduism)</p> <ul style="list-style-type: none"> <li>• Big Bang theory</li> <li>• Design theory, including Paley's design argument</li> <li>• Religious and non-religious views on evil and suffering</li> <li>• Theories of punishment - what is the purpose of punishment?</li> <li>• Youth Crime in the UK</li> <li>• Christian views on Crime and Punishment</li> <li>• Islamic views on Crime and Punishment</li> <li>• Capital Punishment - what is it, religious and non-religious views</li> <li>• Religion, crime and punishment including: Heaven and Hell</li> </ul>	<p>shop ethically?</p> <ul style="list-style-type: none"> <li>• Religious teachings on considering others when making decisions</li> <li>• Wants and needs</li> <li>• Budgeting and managing money</li> <li>• Different financial products</li> <li>• Bank accounts</li> <li>• Future aspirations</li> <li>• How can I keep healthy?</li> <li>• How can I keep my mind healthy?</li> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• How to regulate emotions, changes in body confidence and ways to develop self confidence</li> <li>• Know about diversity in sexual orientations</li> </ul>
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				and reincarnation		
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<b>Assessment</b>	Assessment will contain a combination of essay and multiple choice questions, focusing on key religious teachings learnt in lessons.	Assessment will contain a combination of essay and one mark questions, focusing on identity, families and discrimination.	Assessment will contain a combination of essay and one-mark questions, focusing on different styles of leadership used around the world.	Exam will contain a combination of essay and one-mark questions, focusing on topics studied in Cultural Studies so far, including British Values, voting in the UK, discrimination and religious festivals.	Assessment will contain a combination of essay and one-mark questions, focusing on creation theories and why there is suffering in the world.	Review of the topic: will contain a combination of word-fill and labelling questions to check students' understanding of puberty.
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<b>How can students prepare beyond the classroom?</b>	<p>Students should:</p> <ul style="list-style-type: none"> <li>• Consider what they give to, and want from, a friendship</li> <li>• Watch the news to consider how much politics affects their community and the country</li> <li>• Research Festivals of Light celebrations by three religions of their choice</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>• Watch the news to be aware of leadership around the world and in different situations</li> <li>• Ask three people how they think the world was created</li> <li>• Research three theories about why evil and suffering exist</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>• Discuss the topics with friends and family exploring different opinions and experiences</li> </ul>
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**Tutorial**

\* Subject to change to respond to current events

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
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<b>What students are learning</b>	Team building and diversity  SMSC/ PC/ BV	Respecting others/bullying  SMSC/ PC	Being healthy and online safety  SG	Aspirations and self worth  SG/ PC	Independence, respect and religion  SMSC/ BV/ PC	Personal safety  SMSC/ SG
<b>Key Content and Skills</b>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>● Getting to know their form</li> <li>● How to develop new friendships</li> <li>● How to communicate well with others</li> </ul> <p>Tutorials linked with Black History Month</p>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>● Different types of bullying</li> <li>● What to do if they or someone else if being bullied</li> <li>● How to spot and avoid a toxic friendship</li> <li>● How to avoid negative effects of peer pressure</li> <li>● Understand that not all families are the same</li> </ul>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>● How do students make decisions</li> <li>● What is a healthy lifestyle</li> <li>● What could a student do to maintain a healthy lifestyle both now and in the future?</li> </ul> <p>Tutorials linked with online safety week</p> <p>Tutorials linked with LGBT History Month</p>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>● Know the skills and attributes that employers value</li> <li>● Describe different ways people achieve professional success and why success is important</li> <li>● Understand why employability skills are important</li> <li>● Be able to set goals to build skills and attributes that will lead to professional success</li> </ul>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>● Students gaining more independence and responsibility</li> <li>● How students can build resilience and how this will benefit them now and in the future</li> <li>● What is self esteem and to feel confident in different situations</li> <li>● Different religions and beliefs in the UK</li> <li>● How having a belief or no belief may affect decisions a person makes</li> </ul> <p>Tutorials linked with mental health week</p>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>● How to keep themselves in different situations they might find themselves in both now and in the future</li> <li>● How to administer basic first aid in bleeding and choking if a person is unconscious</li> </ul>

**Whole school personal development calendar events**

	Black History Month Safeguarding Week	Anti Bullying week	Online safety day LGBT History Month	Equality Week Languages week Neurodiversity Celebration Week	Mental Health awareness week Deaf awareness week The month of the military child	Carers week Refugee week
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Additional curriculum areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
	<p>Maths: Weather prediction Risk Management</p> <p>Food &amp; Nutrition: Eatwell guide</p> <p>English: Feminism</p> <p>PE: The importance of warming up The importance of living healthy active lifestyles Being resilient- how being mentally tough and not giving up is as impressive as someone who is naturally gifted in sport/PE. (these topics are discussed in an ongoing way with students throughout the year)</p>	<p>Maths: Simplifying mental calculations e.g. converting currency or quick calculations Estimating if your answers are in fact correct Baking &amp; recipes Estimation of objects/species in a particular area (capture/recapture)</p> <p>Food &amp; Nutrition: Carbohydrates / Fats and sugars</p> <p>English: Character - personal positive traits + inclusion</p> <p>History: What makes the Romans still significant? Democracy, diversity (Black Romans)</p>	<p>Maths: Discounts when shopping Calculating interest for bank accounts</p> <p>Science careers: forensics Science curriculum Fertilisation, reproductive systems, fertility, puberty and menstrual cycle</p> <p>Food &amp; Nutrition: Protein / Dairy</p> <p>History: How did the Normans change England? Government</p>	<p>Maths: Stocks and shares The more complicated algebra gets, the more helpful the graphs get. Calculating costs using direct proportion The more complicated algebra gets, the more helpful the graphs get. Modelling of tractories e.g. can be used in game design</p> <p>Science curriculum: Fertilisation, reproductive systems, fertility, puberty and menstrual cycle</p> <p>Food &amp; Nutrition: Hydration / Breakfast</p> <p>History: What posed the greatest challenge to the authority of English kings?</p>	<p>Maths: Maximum and minimum values to satisfy real world problems Design Seasons</p> <p>Food &amp; Nutrition: Food choices - are we making the right choice?</p> <p>English: Inequality around the world and poverty</p> <p>History: A Clash of Civilizations? The Crusades 1085-1200. Diversity, tolerance</p>	<p>Maths: Painting &amp; decorating. Landscaping etc. Flooring Carpentry Graphic design</p> <p>English: Understanding how social media works and uncovering the reality behind it.</p> <p>History: How did the Wars of the Roses change the future of England? Government. Women's history</p>

**Year 8**

**Cultural Studies**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>What students are learning</b>	Healthy lifestyles  SMSC/ SG	World religions  SMSC/ PC/ BV	Promoting equality and diversity  SMSC/ PC/ BV	Healthy Relationships  SG/ PC	Peace and conflict  SMC/ BV	Life skills  SG
<b>Key content and skills</b>	<ul style="list-style-type: none"> <li>• What is a healthy lifestyle?</li> <li>• Impact of caffeine</li> <li>• Laws, impact and cost of smoking and vaping</li> <li>• Different types of drugs, law relating to buying and distributing different classes of drugs, and the impact they can have on a person in both the short and long term</li> <li>• The impact of social media on a person's life and decision making,</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline of religions and key elements of Christianity</li> <li>• Belief in God and the Holy Trinity</li> <li>• Importance of the Bible, the parables and the potential impact of a Christian</li> <li>• Rites of passage</li> <li>• Christianity today</li> <li>• Islam</li> <li>• Belief in God and the Prophets</li> <li>• Importance of the Qur'an. The life of the prophet Muhammad and</li> </ul>	<ul style="list-style-type: none"> <li>• My identity</li> <li>• Importance of equality and equity</li> <li>• Equality Act 2010 and hate crime</li> <li>• Religious teachings on equality</li> <li>• The impact on stereotyping and discrimination</li> <li>• Where to turn for help and why seeking help is important if concerned about prejudice or discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Key features of healthy and unhealthy relationships, both online and in person</li> <li>• Sexual orientation and gender identity</li> <li>• The law relating to consent and the sharing of images online and via messaging services</li> <li>• How to be assertive and negotiate with those around you</li> </ul>	<ul style="list-style-type: none"> <li>• Britain's role in conflict currently in the world</li> <li>• World organisations that promote peace</li> <li>• Can there ever be a just war?</li> <li>• The role of religion in war</li> <li>• The role of religion in peace</li> <li>• Do you think religious people should fight in a war?</li> <li>• Getting along as a school community for example, everyone taking</li> </ul>	<ul style="list-style-type: none"> <li>• Where will I be in ten years?</li> <li>• Online careers support - Unifrog</li> <li>• Cost of living, how to make informed financial decisions, and managing money</li> <li>• Identifying online scams, gaming and gambling and how to seek help</li> <li>• First aid basics</li> </ul>

	<p>including online safety and the law</p> <ul style="list-style-type: none"> <li>● Mental health</li> <li>● Religious views on living a healthy life</li> </ul>	<p>the potential impact of a Muslim</p> <ul style="list-style-type: none"> <li>● Rites of passage</li> <li>● Islam today</li> <li>● Hinduism</li> <li>● Belief in Brahman, Brahman's many forms and a selection of other deities</li> <li>● Importance of the Hindu scriptures and the central stories of Hinduism</li> <li>● Rites of passage and the idea of moksha</li> <li>● Hinduism today</li> <li>● Sikhism</li> <li>● Belief in one universal God and the description of God in the Mool Mantra</li> <li>● The importance of the Guru Granth Sahib, the 10 Gurus and their significance</li> <li>● Key values, symbolism and principles</li> </ul>		<ul style="list-style-type: none"> <li>● Can religions teach us how to build relationships?</li> </ul>	<p>responsibility to stop bullying and sexual harassment</p> <ul style="list-style-type: none"> <li>● Should we always forgive?</li> </ul>	
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		<ul style="list-style-type: none"> <li>● Sikhism today and teaching of equality</li> </ul>				
<b>Assessment</b>	Assessment will contain a combination of essay and one-mark questions, focusing on the impact of social media, smoking and drugs on a person.	Assessment will contain a combination of essay and one-mark questions, focusing on students' knowledge of two religions studied.	Assessment will contain a combination of essay and one-mark questions, focusing on prejudice and discrimination, examples, Equality Act 2010 and the impact on society.	Exam will contain a combination of essay and one-mark questions, focusing on topics covered so far this year, including how religious belief may guide a follower when making decisions, physical and mental health and elements that impact these.	Assessment will contain a combination of essay and one-mark questions, focusing on why war occurs, its impact on people and if forgiveness is possible.	Review will contain a combination of short answer questions, focusing on how decisions made now may impact a person's future, including online gaming, gambling and addiction.

<b>How can students prepare beyond the classroom?</b>	<p>Students should:</p> <ul style="list-style-type: none"> <li>● Ask five people whether they believe in God and why. Do they have a religion?</li> <li>● How might having a religion or being an atheist have an impact on the day-to-day life of an individual, or decisions that someone makes?</li> <li>● Why do some people turn to or away from religion during their lives?</li> <li>● Discuss topics that are raised in the lessons</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>● Ask five people their experiences of stereotyping and the effect it has had on them</li> <li>● Which is more important: equality or equity? Is it possible to show both?</li> <li>● Find three news stories that show the concept of equality and/or equity</li> <li>● Discuss topics that are raised in the lessons</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>● Watch the news for stories linking specifically to one or more of the following topics - religion/war/peace/the role that Britain plays around the world</li> <li>● Discuss different career paths with family and friends discussing both the positive and negative aspects of the career</li> </ul>
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## Tutorial Focus

\* Subject to change to respond to current events

What students are learning	Making healthy choices and peer pressure  SG/ PC	Mental Health  SG	Identity and Diversity, and online safety  PC/ BV/ SG	Helping others including charity and first aid SMSC/ SG	Aspirations and life choices	Religion and personal beliefs  SMSC/ BV
Key Content and Skills	<p>Students will focus on how to:</p> <ul style="list-style-type: none"> <li>• Understand the relationship between risk behaviours, self value and peer pressure, and the circumstances when certain risk behaviours may become unsafe.</li> <li>• Explain how peer pressure influences smoking, drinking and drug taking.</li> <li>• Explain why and when smoking, drinking alcohol and drugs may become unsafe, be able to think</li> </ul>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• Different elements of mental health, how to spot signs if either students or others may be affected by different mental health conditions.</li> <li>• Strategies for students to enable them to help others or themselves, or where to turn to for support.</li> <li>• The topics will focus on sleep,</li> </ul>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• The similarities and differences between stereotypes, discrimination and prejudice.</li> <li>• The Equality Act 2010, and what is protected.</li> <li>• Chinese New Year Tutorials linked with online safety week.</li> </ul> <p>Tutorials linked with LGBT History Month.</p>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• First aid techniques that students could use in an emergency.</li> <li>• How to ensure that a person who requires first aid remains safe until someone else gets to them.</li> <li>• How do charities work, and how students raise awareness of topics or charities that</li> </ul>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• List different careers in a variety of sectors.</li> <li>• Describe the roles and responsibilities involved in a range of careers.</li> <li>• Understand the importance of exploring a range of careers and why different careers are required within our society.</li> </ul>	<p>Students will focus on:</p> <ul style="list-style-type: none"> <li>• Different religions and beliefs in the UK.</li> <li>• How having a belief or no belief may affect decisions a person makes.</li> <li>• What is moral character.</li> <li>• Understand how strong moral character can lead to positive social, emotional and civic change.</li> </ul>

	critically about why others may participate in risk and make informed and safe decisions when undertaking risk behaviours.  Tutorials linked with Black History Month.	depression, anxiety and controlling emotions.		they care about.  Tutorials linked with LGBT History Month.	Tutorials linked with Mental Health awareness week.	
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### Whole school personal development calendar events

Black History Month  Safeguarding Week	Anti Bullying week	Online safety day  LGBT History Month	Equality Week  Languages week  Neurodiversity Celebration Week	Mental Health awareness week  Deaf awareness week  The month of the military child	Carers week  Refugee week
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Cross curricular links	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
	Maths: Maps Product design/ manufacturing Navigation Video game design Manufacturing: how much material is	Maths: Construction Forces/motion in 2D/3D Game design  Food & Nutrition: Healthy eating/ 8 tips to a better diet	Maths: Weather prediction Risk Management Analysis of data Presentations about anything (e.g. marketing a product, sales of a product,	Maths: Counting Sharing things equally e.g. the bill in a restaurant Money Measurements Overlap of time/schedules	Maths: Anything with really big or small numbers  Science: astronomy/microscopy etc	Maths: Use of formulae Problem solving  English: Healthy and unhealthy relationships,

	<p>needed to make something etc.          Designing/comparing storage systems          Route Planning (speed, distance time)          Product design: (pressure, density)</p> <p>Food &amp; nutrition: Nutrition analysis - discovering what we really are eating</p> <p>The importance of warming up          The importance of living healthy active lifestyles          Being resilient- how being mentally tough and not giving up is as impressive as someone who is naturally gifted in sport/PE.          (these topics are discussed in an ongoing way with students throughout the year)</p>	<p>English: Racism and class in Victorian English</p> <p>History: How diverse was Tudor England? Black Tudors.</p>	<p>decrease of a particular species etc)</p> <p>Science RSHE: health, drugs, microbes, vaccinations, organ donation, stem cells &amp; antibiotics          Food &amp; nutrition: Food science and our bodies</p> <p>English: Inequality through poverty, misogyny - understanding of different types of governments and exercise of governmental control</p>	<p>Predicting eclipse and other planetary situations</p> <p>Science RSHE: health, drugs, microbes, vaccinations, organ donation, stem cells &amp; antibiotics</p> <p>Food &amp; nutrition: Energy balance - eating and exercise</p> <p>English: Governmental control and oppression</p> <p>History: How did the World Experience the British Empire? Diversity, intolerance, law.</p>	<p>Discounts when shopping          Calculating interest for bank accounts</p> <p>Science curriculum: impact of smoking on health/lungs</p> <p>Food &amp; Nutrition: Micronutrients and vitamins</p> <p>English: relationships</p> <p>History: How did the World Experience the British Empire? Diversity, intolerance, law.</p>	<p>uncomfortable conversations</p> <p>History: 'Disastrous and terrible' or the 'dawn of liberty'? Changes and experience of the Industrial Revolution. Diversity; Black Victorians.</p>
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**Year 9**

**Cultural Studies**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>What students are learning</b>	Peer Pressure SMSC/ PC/ SG	Promoting equality and diversity SMSC/ BV	Healthy relationships SMSC/ SG
<b>Key Content and Skills</b>	<ul style="list-style-type: none"> <li>● What is peer pressure? How to react to friends who might be pressuring a student to act a certain way</li> <li>● Impact of alcohol</li> <li>● Laws, impact and cost of smoking and vaping</li> <li>● What is grooming? How and why someone might join a gang, and the potential implications of this</li> <li>● Different types of drugs; law relating to buying and distributing different classes of drugs, and the impact they can have on a person in both the short and long term</li> <li>● Mental health</li> </ul>	<ul style="list-style-type: none"> <li>● My identity</li> <li>● Importance of equality and equity</li> <li>● Equality Act 2010 and hate crime</li> <li>● Religious teaching on equality</li> <li>● The impact on stereotyping and discrimination</li> <li>● Where to turn for help and why seeking help is important if concerned about prejudice or discrimination</li> </ul>	<ul style="list-style-type: none"> <li>● Key features of healthy and unhealthy relationships, both online and in person</li> <li>● Sexual orientation and gender identity</li> <li>● The law relating to consent and the sharing of images online and via messaging services</li> <li>● How to be assertive and negotiate with those around you</li> <li>● Can religions teach us how to build relationships?</li> <li>● Different forms of contraception</li> <li>● Awareness of different STIs/STDs</li> <li>● How to access help and support</li> </ul>

<b>Assessment</b>	Assessment will contain a combination of essay and one-mark questions, focusing on the impact of peer pressure on a young person.	Assessment will contain a combination of essay and one-mark questions, focusing on prejudice and discrimination, examples, Equality Act 2010 and the impact on society.	Assessment will contain a combination of essay and one-mark questions, focusing on students understanding of consent, signs of a healthy relationship, and where to seek help if they are concerned or require help and support
<b>How can students prepare beyond the classroom?</b>	<p>Students should:</p> <ul style="list-style-type: none"> <li>● Watch/listen to the news for everyday</li> <li>● Watch/listen to the news for everyday examples that link to the topics covered</li> <li>● How might having a religion or being an atheist have an impact on the day-to-day life of an individual, or decisions that someone makes?</li> <li>● Discuss topics that are raised in the lessons</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>● Ask five people their experiences of stereotyping and the effect it has had on them</li> <li>● Which is more important: equality of equity? Is it possible to show both?</li> <li>● Find three news stories that show the concept of equality and/or equity</li> <li>● Discuss topics that are raised in the lessons</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>● Watch/listen to the news for stories that link to the topics being covered</li> <li>● Discuss topics that are raised in the lessons</li> </ul>

### GCSE Citizenship

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>What students are learning</b>	Life in modern Britain BV/ PC	Life in modern Britain BV/ PC	Rights and responsibilities	Rights and responsibilities	Active citizenship SG	Active citizenship SG
<b>Key Content and Skills</b>	<ul style="list-style-type: none"> <li>● The principles and values that underpin British society</li> <li>● What we mean by identity</li> <li>● The role of the</li> </ul>	<ul style="list-style-type: none"> <li>● The UK's role in key international organisations</li> <li>● How citizens can make their voice heard and make a difference in</li> </ul>	<ul style="list-style-type: none"> <li>● The fundamental principles of law to ensure rights and freedoms, the presumption of innocence and equality before the</li> </ul>	<ul style="list-style-type: none"> <li>● How the law protects the citizen and deals with criminals</li> <li>● The importance of key international agreements and</li> </ul>	<ul style="list-style-type: none"> <li>● Deciding the question or issue</li> <li>● Students must select a contemporary issue/debate arising from the</li> </ul>	<p>Planning the action</p> <ul style="list-style-type: none"> <li>● As part of their research, students may develop further sets of questions which link and support</li> </ul>

	<p>media and the free press.</p>	<p>society.</p>	<p>law</p> <ul style="list-style-type: none"> <li>● Citizen’s rights and responsibilities with the legal system</li> <li>● Rights and legal entitlements of citizens at differing ages: the age of criminal responsibility and other legal ages when young people become legally responsible for their actions (drive, marry, vote, join the forces).</li> </ul>	<p>treaties in regard to human rights</p> <ul style="list-style-type: none"> <li>● the UN Universal Declaration on Human Rights</li> <li>● the European Convention on Human Rights</li> <li>● the UN Convention on the Rights of the Child</li> <li>● the Human Rights Act (1998)</li> <li>● The role of international law in conflict situations</li> <li>● to protect victims of conflict</li> <li>● how international humanitarian law helps establish the rules of war.</li> </ul>	<p>specification content. It can be local, national or international or a combination of all three strands. Teachers are expected to ensure that the topic/issue/debate selected relates to the content of the specification.</p> <ul style="list-style-type: none"> <li>● Following initial research and discussion, students construct a question/issue for which they need to undertake further research. Carrying out the initial research</li> <li>● Students research the issue using both primary and secondary sources.</li> </ul>	<p>their main question/issue</p> <ul style="list-style-type: none"> <li>● As a result of their research, students should be able to arrive at both results and conclusions which will help them to plan their citizenship action. Taking the action</li> <li>● Following their research, students are expected to take some form of informed action based upon their research. This may take a variety of forms from letter writing, petitioning, using e-media, volunteering or establishing a group to promote a change. Assessing the impact of the action</li> <li>● At the conclusion of their work students should reflect upon their</li> </ul>
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						approach to the investigation, the methods they used and any outcome achieved.
<b>Assessment</b>	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 - Life in modern Britain.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 - Life in modern Britain.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 2 - rights and Responsibilities.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 1 and 2.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 3 - Active Citizenship.
<b>How can students prepare beyond the classroom?</b>	<p>Students should:</p> <ul style="list-style-type: none"> <li>• Keep up to date with what is happening in the news, looking for examples of British values, human rights, migration and social media</li> <li>• Use different sources for up-to-date news, considering: are they all informing the public about the same stories - and how?</li> </ul>		<p>Students should:</p> <ul style="list-style-type: none"> <li>• Keep up-to-date with what is happening in the news</li> <li>• Research laws in Britain that protect our freedoms and consider whether they work</li> <li>• Think about what makes students who they are? What gives them their identity?</li> </ul>		<p>Students should:</p> <ul style="list-style-type: none"> <li>• Widen their awareness of what is happening in the news and the current political situation within the UK</li> </ul>	

### Tutorial Focus

\* Subject to change to respond to current events

<b>What students are learning</b>	Respectful Relationships  PC/SG	Careers and GCSE choices	Online safety inc gambling and Pornography SG	Religious beliefs  SMSC	Mental and physical health  SG/ PC	Financial decisions
<b>Key Content and Skills</b>	<p>Know the positive impact of changing relationships and how to manage platonic relationships</p> <p>Describe the importance of friendship for teenagers</p> <p>Describe how to demonstrate character in disputes, understand the complexity of relationship management</p> <p>Analyse whether popularity is important in relationships</p>	<p>Know a range of possible career paths and employment options and the roles and responsibilities involved in a range of careers</p> <p>List different careers in the STEM sector</p> <p>Describe the roles and responsibilities involved in a range of STEM based careers</p> <p>Understand how stereotypes and expectations may limit aspiration and</p>	<p>Know the risks associated with gambling</p> <p>State the laws on and surrounding gang crime and pornography</p> <p>Understand the circumstances when certain risk behaviours may become unsafe and the impact of pornography on this. Seek help if risk behaviours become unsafe or unhealthy</p> <p>Explain when gambling becomes unsafe</p>	<p>Tutorials linked with LGBT History Month</p>	<p>Know the importance of a healthy diet and exercise in maintaining physical health. Describe how diets can lead to us becoming unhealthy.</p> <p>Understand the challenges of maintaining a balanced diet and regular exercise and the invisible nature of physical health. Critically assess how body shape and size influences perception of physical health</p> <p>Be able to make</p>	<p>Know how to effectively budget and evaluate savings options</p> <p>How to prevent and manage debt, including understanding credit rating and payday lending</p> <p>How data is generated, collected and shared, and the influence of targeted advertising</p> <p>How thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</p> <p>About the law and illegal financial activities, including fraud and cybercrime</p>

	<p>Be able to form and sustain positive relationships and critically assess the quality of their friendships</p> <p>Tutorials linked with Black History Month</p>	<p>why different careers are required within our society</p> <p>Able to use labour market information to begin to make informed choices regarding future careers</p>	<p>Analyse why young people enter gangs</p> <p>Critically assess why people choose to gamble</p> <p>Tutorials linked with online safety week</p> <p>Tutorials linked with LGBT History Month</p>		<p>informed choices about diet and exercise and critically assess sources of health information</p> <p>Critically assess how the media portrays health</p> <p>Know warning signs of poor mental health and a range of poor mental health conditions and negative coping strategies</p> <p>List possible warning signs of poor mental health and negative coping strategies.</p> <p>Understand the stigma and myths that surround</p>	<p>How to manage risk in relation to financial activities</p>
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					<p>mental health and the challenges of effectively managing/treating mental health. Explain why treating mental health is so difficult. Be able to confidently seek help when experiencing poor mental health.</p> <p>Tutorials linked with Mental Health awareness week.</p>	
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**Whole school personal development calendar events**

	Black History Month  Safeguarding Week	Anti Bullying week	Online safety day  LGBT History Month	Equality Week  Languages week  Neurodiversity Celebration Week	Mental Health awareness week  Deaf awareness week  The month of the military child	Carers week  Refugee week
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<b>Cross curricular links</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
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<p>Maths: Stocks and shares. The more complicated algebra gets, the more helpful the graphs get. Calculating costs using direct proportion The more complicated algebra gets, the more helpful the graphs get. Modelling of tractors e.g. can be used in game design</p> <p>English: Othering, refugees, protest</p> <p>History: 'Disastrous and terrible' or the 'dawn of liberty:' Why were the Police unable to catch the Whitechapel Murderer? Women's history.</p> <p>The importance of warming up The importance of living healthy active lifestyles Being resilient- how being mentally tough and not giving up is as</p>	<p>Maths: Maximum and minimum values to satisfy real world problems Painting &amp; decorating. Landscaping etc. Flooring</p> <p>English: Racism</p> <p>History: 'Disastrous and terrible' or the 'dawn of liberty:' Protest during the Industrial Revolution. Democracy, the power of protest, law.</p>	<p>Maths: Painting &amp; decorating. Landscaping etc. Flooring Carpentry Graphic design</p> <p>Science careers: STEAM careers</p> <p>Science curriculum: evaluating stem cells</p> <p>English: Racism, war, climate change, body positivity,</p>	<p>Maths: Manufacturing - how much material is needed to make something etc. Designing/comparing storage systems Route Planning (speed, distance time) Product design (pressure, density) Construction Forces/motion in 2D/3D Game design</p> <p>Science curriculum: evaluating stem cells</p> <p>English: Racism, social injustice</p>	<p>Maths: Video game design Art, graphics design Analysis of data Presentations about anything (e.g. marketing a product, sales of a product, decrease of a particular species etc) Risk Management Weather prediction</p> <p>Science RHSE unit: healthy relationships, STI's, contraception, pregnancy choices</p> <p>English: Growing up, domestic violence, war, sexism, abuse of power</p> <p>History: How did people experience the Nazis' Final Solution?</p>	<p>Maths:</p> <p>English: Global issues</p> <p>History: How did Britain change from 1945-2000? Establishment of the welfare state. Migration. Change in warfare.</p>
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	impressive as someone who is naturally gifted in sport/PE. (these topics are discussed in an ongoing way with students throughout the year)					
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Year 10					
GCSE Citizenship					
Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer - Cultural Studies
<b>What students are learning</b>	Active Citizenship SG	Politics and Participation BV	Politics and Participation BV	Rights and Responsibilities PC/ BV	Building and maintaining positive, close relationships SMSC/ PC/ SG
<b>Key content and skills</b>	<ul style="list-style-type: none"> <li>Students review and evaluate their whole investigative process and attempt to establish what went well and what could have been done differently.</li> </ul>	<ul style="list-style-type: none"> <li>The principles and values that underpin British society.</li> <li>The concept of democracy and different forms of democracy, including representative democracy.</li> <li>The values underpinning</li> </ul>	<ul style="list-style-type: none"> <li>How citizens can contribute to parliamentary democracy and hold those in power to account.</li> <li>How digital democracy, social media and other measures are being developed as a</li> </ul>	<ul style="list-style-type: none"> <li>How the law protects citizens and deals with criminals.</li> <li>The importance of key international agreements and treaties in regard to human rights.</li> <li>The UN Universal Declaration on</li> </ul>	<ul style="list-style-type: none"> <li>Know the features of negative and positive relationships.</li> <li>Understand how relationships can become negative or unsafe, and confidently seek help when in a negative platonic relationship.</li> <li>List the physical signs of pregnancy.</li> <li>Describe the emotional, financial and organisational commitments required to effectively care for children.</li> <li>Understand the issues surrounding planned pregnancy and to be able to discuss the options that can be taken when faced with an unplanned pregnancy.</li> </ul>

		<p>democracy: rights, responsibilities, freedoms, equality, the rule of law.</p>	<p>means to improve voter engagement and the political participation of citizens.</p> <ul style="list-style-type: none"> <li>● The different forms of action citizens can take to hold those to account for their actions; how the citizen can contribute to public life by joining an interest group or political party: standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering</li> <li>● The roles played by public institutions, public services, interest and pressure groups, trade unions,</li> </ul>	<p>Human Rights.</p> <ul style="list-style-type: none"> <li>● The European Convention on Human Rights.</li> <li>● The UN Convention on the Rights of the Child.</li> <li>● The Human Rights Act (1998).</li> <li>● The role of international law in conflict situations.</li> <li>● To protect victims of conflict</li> <li>● How international humanitarian law helps establish the rules of war.</li> </ul>	<ul style="list-style-type: none"> <li>● Critically assess the advantages and disadvantages of abortion, adoption and having an unplanned pregnancy.</li> <li>● Be able to make informed decisions about when to have sex and when to have children.</li> <li>● Know the law on consent.</li> <li>● Describe how consent issues can have an impact on intimate relationships.</li> <li>● Understand the issues surrounding consent and rape.</li> <li>● Be able to make informed decisions about the positivity of intimate relationships and confidently seek help when in a negative intimate relationship.</li> <li>● Assess how pressure and consent issues can affect intimate relationships.</li> <li>● Know where and how to seek help if they experience pressure, sexual assault or rape in an attempted intimate relationship and confidently seek help when in a negative intimate relationship.</li> <li>● Assess how pressure and consent issues can affect intimate relationships.</li> <li>● Know where and how to seek help if they experience pressure, sexual assault or rape in an attempted intimate relationship.</li> </ul>
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			charities and voluntary groups in providing a voice and support for different groups in society.		
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<b>Assessment</b>	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 4 Active Citizenship.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Theme 3 - Politics and Participation.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Themes 1, 2, 3 and 4.	Assessment will contain a combination of essay and multiple-choice questions, based on AQA exam structure. Focusing on content covered from Themes 1, 2, 3 and 4.	Review questions set on a Google form, to Check students' understanding on the Topics covered.
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<p><b>How can students prepare beyond the classroom?</b></p>	<p>Students should:</p> <ul style="list-style-type: none"> <li>● Be watching political programmes on TV or the internet (satirical comedy programmes are acceptable).</li> <li>● Be watching the news at least twice a week, with a focus on decisions those in power are making, and what those who oppose the government are doing.</li> <li>● Who are current pressure groups, what are they doing and what are they pressuring the government to do?</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>● Create revision guides for all their units.</li> <li>● Re-read their Year 9 Citizenship Project and use it to practise for their active citizenship section.</li> <li>● Use AQA Citizenship Studies book by Mike Mitchell to investigate what different countries do in terms of governing themselves.</li> <li>● Use AQA Citizenship Studies book by Mike Mitchell to investigate how the different areas of the British judicial system work.</li> </ul>	<p>Students should:</p> <ul style="list-style-type: none"> <li>● Consider questions on each topic</li> <li>● Research in preparation or after the lesson using the following websites <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a> <a href="https://www.brook.org.uk/">https://www.brook.org.uk/</a> <a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a></li> <li>● Research options for Post 16</li> <li>● Log into Unifrog</li> <li>● Consider the type of lifestyle you would like in the future, and how you will pay for it.</li> </ul>
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**Tutorial Focus**

\* Subject to change to respond to current events

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
<p><b>What students are learning</b></p>	<p>Self worth and your role within the community</p> <p>SMSC/ PC/ SG</p>	<p>Relationship challenges and Abuse</p> <p>SMSC/ PC/ SG</p>	<p>Online safety and online presence / employability</p> <p>SMSC/ PC/ SG</p>	<p>Pressure to belong - religion/ peer pressure/ gangs</p> <p>SMSC/ PC/ SG</p>	<p>Lifestyle balance and healthy choices</p> <p>SMSC/ PC/ SG</p>	<p>Introduction to post 16 education options</p>
<p><b>Key content and skills</b></p>	<ul style="list-style-type: none"> <li>● To know strategies that help to maintain good mental health and the</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the law on consent.</li> <li>● Describe how consent issues can impact</li> </ul>	<ul style="list-style-type: none"> <li>● Know patterns in the labour market and a range of possible</li> </ul>	<ul style="list-style-type: none"> <li>● Know about positive and negative role models</li> <li>● How to evaluate the influence of role models and become a positive role model for peers</li> <li>● Know about the media's impact on</li> </ul>	<ul style="list-style-type: none"> <li>● Critically assess the challenges of maintaining good quality sleep</li> <li>● Describe how</li> </ul>	<ul style="list-style-type: none"> <li>● Be able to confidently explore career paths and employment options</li> </ul>

	<p>possible causes/warning signs of poor mental health.</p> <ul style="list-style-type: none"> <li>• List the warning signs of poor mental health due to bereavement.</li> <li>• Understand that certain circumstances may lead to poor mental health</li> <li>• To know how to maintain body positivity</li> </ul> <p>Tutorials linked with Black History Month</p>	<p>intimate relationships.</p> <ul style="list-style-type: none"> <li>• Understand the issues surrounding consent and rape.</li> <li>• Be able to make informed decisions about the positivity of intimate relationships and confidently seek help when in a negative intimate relationship</li> <li>• Assess how pressure and consent issues can affect intimate relationships</li> <li>• Know where and how to seek help if they experience pressure,</li> </ul>	<p>career paths and employment options</p> <ul style="list-style-type: none"> <li>• Know the roles and responsibilities involved in a range of careers</li> <li>• Understand why different careers are required within our society and that the labour market may impact employment opportunities</li> </ul> <p>Tutorials linked with online safety week</p> <p>Tutorials linked with LGBT History Month</p>	<p>perceptions of gang culture</p> <ul style="list-style-type: none"> <li>• How to keep self and others safe in situations, peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• Exit strategies for pressurised or dangerous situations</li> <li>• Know about communities, inclusion, respect and belonging</li> </ul>	<p>good quality sleep benefits physical and mental health</p> <ul style="list-style-type: none"> <li>• Explain why CPR is important in personal safety</li> </ul> <p>Tutorials linked with Mental Health awareness week</p>	<ul style="list-style-type: none"> <li>• Make informed decisions about what career path to pursue</li> <li>• Know how Post 16 choices can link with future careers</li> </ul>
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		sexual assault or rape in an intimate relationship				
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<b>Whole school Personal development calendar events</b>	Black History Month	Anti Bullying week	Online safety day	Equality Week	Mental Health awareness week	Carers week
	Safeguarding Week		LGBT History Month	Languages week Neurodiversity Celebration Week	Deaf awareness week The month of the military child	Refugee week

Cross curricular links	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
	<p>Maths: Counting Sharing things equally e.g. the bill in a restaurant Money Measurements Overlap of time/schedules Predicting eclipse and other planetary situations</p> <p>Science curriculum: disease &amp; organ donation</p>	<p>Maths: Mixing liquids e.g. car screen wash Baking &amp; recipes Estimation of objects/species in a particular area (capture/recapture) Painting &amp; decorating. Landscaping etc. Flooring Problem solving</p> <p>Science curriculum: health/disease,</p>	<p>Maths: The more complicated algebra gets, the more helpful the graphs get. Calculating costs using direct proportion The more complicated algebra gets, the more helpful the graphs get. Modelling of tractors e.g. can be used in game design</p>	<p>Maths: Stocks and shares. Design Seasons Maximum and minimum values to satisfy real world problems</p> <p>Science curriculum: health, antibiotics, vaccinations, cancer, smoking &amp; alcohol</p>	<p>Maths: Painting and decorating. Landscaping etc. Flooring Carpentry Graphic design</p> <p>History: Migration c790-to the present day.</p> <p>PE: Diet and nutrition</p>	<p>Maths: Delivery radii for restaurants Construction Forces/motion in 2D/3D Architectures</p> <p>History: Migration c790-to the present day.</p> <p>PE: Personal exercise plan (6 week training programme)</p>

	<p>English: War</p> <p>History: Germany 1919-1939 - democracy and dictatorship.</p> <p>PE: What is health Sedentary lifestyle Lifestyle choices The skeletal system The muscular system</p>	<p>antibiotics &amp; organ donation</p> <p>English: Abuse of power</p> <p>History: Germany 1919-1939 - democracy and dictatorship.</p> <p>PE: The cardio-respiratory system</p>	<p>Science careers: STEAM careers</p> <p>Science curriculum: health, antibiotics, vaccinations, cancer, smoking &amp; alcohol</p> <p>History: Germany 1919-1939 - democracy and dictatorship. Superpower Relations 1945-1990. War.</p> <p>PE: The effects of doing exercise Reason why people take part in sport (socio-economic groups)</p>	<p>History: Superpower Relations 1945-1990. War.</p> <p>PE: Sporting behaviour Cheating Sportsmanship</p>		
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**Year 11**

**Cultural Studies**

<p><b>What students are learning</b></p>	<p>Relationships SMSC/ PC/ SG</p>	<p>Next steps</p>	<p>Choices and influences  Equality Act 2010 sexism and misogyny and its impact  SMSC/ PC/ SG</p>	<p>Maintaining good mental and physical health in the future  Impact of religious beliefs on students' lives now and in the future  SMSC/ PC/ SG</p>	<p>Stress management techniques  Life skills and life management  SMSC/ PC/ SG</p>	<p>N/A</p>
<p><b>Key content and skills</b></p>	<ul style="list-style-type: none"> <li>● Relationship expectations and values</li> <li>● Managing relationship challenges and where to seek help if required</li> <li>● Identifying and responding to harassment and abuse</li> <li>● Maintaining sexual health, having good sex and sexual health services</li> <li>● Religious views on relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Fertility and different views on family life, including pregnancy, adoption, abortion and miscarriage</li> <li>● The law regarding forced marriages</li> <li>● Impact of pornography</li> <li>● Skills for employment</li> <li>● Post-16 options and applications</li> <li>● Post-18 options and planning</li> <li>● Online presence and reputation</li> <li>● Financial planning</li> </ul>	<ul style="list-style-type: none"> <li>● Making safe and healthy life choices</li> <li>● Personal safety</li> <li>● Responding to social media and societal pressures and their impacts</li> <li>● Looking after the environment</li> <li>● Different diets</li> <li>● Donating to charities</li> <li>● Forgiveness</li> <li>● Divorce</li> <li>● Life after death</li> </ul>	<ul style="list-style-type: none"> <li>● Self examination and noticing changes</li> <li>● Blood, organ and stem cell donation</li> <li>● Discrimination and extremism</li> <li>● Religious teachings linking with lifestyle choices, keeping safe, medical donations and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>● Reviewing revision techniques</li> <li>● How to recognise signs of changing mental health in oneself and others, the support available, and how to support a loved one.</li> <li>● Balancing online and other activities</li> <li>● Factors that can maintain good physical health after school and living on your own.</li> </ul>	

		and good money management <ul style="list-style-type: none"> <li>• Understanding the risks of gambling, fraud and cyber crime</li> </ul>				
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<b>Assessment</b>	Review questions set on a Google form, to check students' understanding on the topics covered.	Review questions set on a Google form to check students' understanding on the topics covered.	Review questions set on a Google form to check students' understanding on the topics covered.	Review questions set on a Google form to check students' understanding on the topics covered.	Review questions set on a Google form to check students' understanding on the topics covered.	
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<b>How can students prepare beyond the classroom?</b>	Students should: <ul style="list-style-type: none"> <li>• Consider questions on each topic</li> <li>• Research in preparation or after the lesson using the following websites  <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>  <a href="https://www.brook.org.uk/">https://www.brook.org.uk/</a>  <a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a></li> </ul>	Students should: <ul style="list-style-type: none"> <li>• Research options for Post 16</li> <li>• Log into Unifrog</li> <li>• Consider the type of lifestyle you would like in the future, and how you will pay for it</li> </ul>	Students should: <ul style="list-style-type: none"> <li>• Revise and prepare for exams</li> </ul>
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**Tutorial Focus**

\* Subject to change to respond to current events

<b>What students are learning</b>	Healthy Lifestyles  SMSC/ PC/ SG	Decision making and influences SMSC/ PC/ SG	Having a positive mindset  SMSC/ PC/ SG	Interpersonal skills and career choices SMSC/ PC/ SG	First aid  SG	N/A
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<p><b>Key content and skills</b></p>	<ul style="list-style-type: none"> <li>• Know the importance of healthy choices and the impact of these choices on ones physical and mental health</li> <li>• Understand the relationship between sleep, physical and mental health</li> </ul> <p>Tutorials linked with Black History Month physical and mental health</p> <p>Tutorials linked with Black History Month</p>	<ul style="list-style-type: none"> <li>• Know the risks associated with substance abuse and the laws surrounding drug taking</li> <li>• Understand the relationship between risk behaviours, self value and peer pressure, and the circumstances when certain risk behaviours may become unsafe</li> <li>• Explain how peer pressure influences smoking, drinking and drug taking, and be able to think critically about why others may participate in risk</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to set themselves a goal of where they want to be in 12 months time and be able to plan their pathway to achieving this.</li> <li>• To know resilience techniques and be able to apply them in real life situations where necessary</li> </ul> <p>Tutorials linked with online safety week</p> <p>Tutorials linked with LGBT History Month</p>	<ul style="list-style-type: none"> <li>• Identify how to research careers and create an action plan to find the right career that suits them</li> <li>• Be able to correctly identify and describe the benefits of pursuing a career in the STEM industries</li> <li>• Be able to identify some considerations employers make when choosing who to employ</li> </ul> <p>Tutorials linked with LGBT History Month</p>	<ul style="list-style-type: none"> <li>• Identify and describe the order of the CPR steps</li> <li>• Identify what a defibrillator is and how to use one</li> <li>• Identify ways to improve levels of personal safety and what to do in different types of medical emergencies.</li> </ul> <p>Tutorials linked with Mental Health awareness week</p>	
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<p align="center"><b>Personal development calendar events</b></p>						
	<p>Black History Month</p> <p>Safeguarding Week</p>	<p>Anti Bullying week</p>	<p>Online safety day</p> <p>LGBT History Month</p>	<p>Equality Week</p> <p>Languages week</p> <p>Neurodiversity Celebration Week</p>	<p>Mental Health awareness week</p> <p>Deaf awareness week</p> <p>The month of the</p>	<p>Carers week</p> <p>Refugee week</p>

					military child	
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**Years 12 & 13**

**Tutorial Focus - Year 1**

\* Subject to change to respond to current events

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>What students are learning</b>	Transition/study skills & Mental health  SMSC/ PC/ SG	World of work & Relationships  SMSC/ PC/ SG	Goal setting & Black Lives Matter  SMSC/ PC/ SG	Managing money & Drugs and alcohol  SMSC/ PC/ SG	Critical thinking & 'What's Your Purpose?'  SMSC/ PC/ SG	UCAS/RAG & 'The Happiness Project'  SMSC/ PC/ SG
<b>Key content and skills</b>	Students will focus on: <ul style="list-style-type: none"> <li>• How to manage work-life balance, including study, leisure, exercise, sleep and time online</li> <li>• Strategies to promote mental health and emotional wellbeing and address difficulties</li> <li>• Stress management strategies</li> <li>• The signs of</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• How to seek and assertively give, not give or withdraw consent, in all contexts</li> <li>• The legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• How to communicate personal values in different types of relationships</li> <li>• Learning about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• Strategies to challenge prejudice and</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• How to identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour</li> <li>• The consequences of substance use, and how to manage use of alcohol and other drugs</li> <li>• The risks of</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• How to assess strengths, interests, values, and skills to set realistic, aspirational goals</li> <li>• How to evaluate the options available in education, training and employment post-18, including higher education,</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• Acts of kindness</li> <li>• Strategies to promote mental health and emotional wellbeing and address difficulties</li> <li>• How to celebrate cultural diversity and promote inclusion</li> <li>• How to evaluate strengths, skills and interests in relation to future</li> </ul>

	<p>emotional or mental ill-health</p> <ul style="list-style-type: none"> <li>● How, when and why to access appropriate support and treatment</li> <li>● The effects on body image and self-esteem of idealised images of bodies and pressure to conform</li> <li>● Strategies to manage influences on body image</li> <li>● How to manage influences and risks relating to cosmetic and aesthetic body alterations</li> </ul>	<p>consent</p> <ul style="list-style-type: none"> <li>● The emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>● How to identify the signs of abuse, exploitation and assault or rape</li> <li>● How and where to access support and report concerns, including online</li> <li>● To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>● How to recognise manipulation and coercion and manage negative influence and</li> </ul>	<p>discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</p> <ul style="list-style-type: none"> <li>● How to celebrate cultural diversity and promote inclusion</li> <li>● Learning about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate</li> <li>● How to safely challenge prejudice and discrimination, including online</li> <li>● Learning about extremism and radicalisation, how to reduce the risks and when, where and how to seek help</li> </ul>	<p>being a passenger with an intoxicated driver and how to manage this</p> <ul style="list-style-type: none"> <li>● About the impact of substance use on road safety, work-place safety, reputation and career</li> </ul>	<p>further training or apprenticeships, and gap year opportunities</p> <ul style="list-style-type: none"> <li>● How to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities</li> </ul>	<p>opportunities and career development</p> <ul style="list-style-type: none"> <li>● How to evaluate strengths, skills and interests in relation to future opportunities and career development</li> <li>● Learning about the implications of the global market for future choices in education and employment</li> <li>● How to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities</li> <li>● Learning about application processes, including how to write a concise</li> </ul>
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		<p>persuasion</p> <ul style="list-style-type: none"> <li>● Exit strategies for unhealthy relationships</li> <li>● About rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help</li> <li>● About the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help</li> <li>● Exit strategies for pressurised or dangerous</li> <li>● How to evaluate strengths, skills and interests in relation to future roles and opportunities</li> <li>● How to be enterprising in</li> </ul>				<p>and compelling personal statement, effectively refine and tailor a CV and prepare for interviews</p>
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		<p>life and work</p> <ul style="list-style-type: none"><li>● How to write an effective CV and prepare for interviews for part-time work</li><li>● About career opportunities in a global economy</li><li>● About rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy'</li><li>● How to demonstrate professional conduct, including following health and safety protocols</li><li>● About workplace confidentiality and security, including cyber-security and data protection</li></ul>				
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		<ul style="list-style-type: none"> <li>• When, why and how to seek or provide support in response to bullying and harassment in the workplace</li> <li>• Strategies for overcoming challenges or adversity in the workplace</li> <li>• About the role of trade unions and professional organisations</li> </ul>				
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### Tutorial Focus - Year 2

\* Subject to change to respond to current events

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>What students are learning</b>	Transition/study skills & Mental Health  SMSC/ PC/ SG	Goal setting (careers focused) & Relationships  SMSC/ PC/ SG	Political awareness & 'Know Your Rights'  SMSC/ PC/ SG	Critical thinking & 'Know Your Rights'  SMSC/ PC/ SG	Media Literacy & Healthy Living  SMSC/ PC/ SG	UCAS/RAG & Healthy Living  SMSC/ PC/ SG
<b>Key content and skills</b>	Students will focus on: <ul style="list-style-type: none"> <li>• How to manage work-life balance, including study,</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• How to seek and assertively give, not give or withdraw</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• Learning about rights, roles and</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• Strategies to challenge prejudice and discrimination</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• Skills to improve adaptability and resilience during</li> </ul>	Students will focus on: <ul style="list-style-type: none"> <li>• Skills to improve adaptability and resilience during</li> </ul>

	<p>leisure, exercise, sleep and time online</p> <ul style="list-style-type: none"> <li>• Strategies to promote mental health and emotional wellbeing and address difficulties</li> <li>• Stress management strategies</li> <li>• The signs of emotional or mental ill-health</li> <li>• How, when and why to access appropriate support and treatment</li> <li>• The effects on body image and self-esteem of idealised images of bodies and pressure to conform</li> <li>• Strategies to manage influences on body image</li> <li>• How to manage influences and risks relating to cosmetic and aesthetic body</li> </ul>	<p>consent, in all contexts</p> <ul style="list-style-type: none"> <li>• The legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent</li> <li>• The emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>• How to identify the signs of abuse, exploitation and assault or rape</li> <li>• Where and how to access support and report concerns, including online</li> <li>• To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• How to recognise</li> </ul>	<p>responsibilities in a diverse society and how to respect and advocate for them</p> <ul style="list-style-type: none"> <li>• Strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</li> <li>• How to celebrate cultural diversity and promote inclusion</li> <li>• Learning about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate</li> <li>• How to safely challenge prejudice and discrimination, including online</li> <li>• Learning about extremism and radicalisation, how to reduce the risks and when, where and how to seek</li> </ul>	<p>in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</p> <ul style="list-style-type: none"> <li>• How to celebrate cultural diversity and promote inclusion</li> <li>• Focus on how students evaluate risk and make decisions</li> </ul>	<p>periods of change and strategies to manage change</p> <ul style="list-style-type: none"> <li>• About the importance of monitoring personal health and wellbeing</li> <li>• How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)</li> <li>• How to maintain a healthier diet</li> </ul>	<p>periods of change and strategies to manage change</p> <ul style="list-style-type: none"> <li>• About the importance of monitoring personal health and wellbeing</li> <li>• How to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)</li> <li>• How to maintain a healthier diet</li> <li>• How to evaluate strengths, skills and interests in relation to future opportunities and career development</li> <li>• Learning about the implications of the global market for future choices in education and employment</li> </ul>
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	alterations	<p>manipulation and coercion and manage negative influence and persuasion</p> <ul style="list-style-type: none"> <li>● Exit strategies for unhealthy relationships</li> <li>● About rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help</li> <li>● How to assess strengths, interests, values, and skills to set realistic, aspirational goals</li> <li>● How to evaluate the options available in education, training and employment post-18, including higher education, further training apprenticeships, and gap-year opportunities</li> <li>● How to evidence</li> </ul>	<p>help</p> <ul style="list-style-type: none"> <li>● How powers are organised between the Westminster Parliament and the devolved administrations in Northern Ireland, Scotland and Wales; how relationships are changing between England, Scotland, Wales and Northern Ireland; the debate about 'English votes for English laws'</li> <li>● Who can stand for election and how candidates are selected</li> <li>● Who can and cannot vote in elections and why; debates about the voting age</li> <li>● Issues relating to voter turnout, voter apathy and suggestions for increasing voter turnout elections</li> </ul>			<ul style="list-style-type: none"> <li>● How to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities</li> <li>● Learning about application processes, including how to write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews</li> </ul>
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		<p>strengths and skills and use this when applying and interviewing for future roles and opportunities</p> <ul style="list-style-type: none"> <li>• How to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities</li> </ul>				
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<p><b>Additional Year 12 initiatives</b></p>	<p>Fortnightly enrichment clubs timetabled into the tutor programme</p> <p>Twice per half term guest speaker.</p> <p>We are Leaders - chosen Year 12s are linked up with a KS3 tutor group to support</p> <p>Post-18 evidence logs to develop wider reading - tasks set every three weeks</p> <p>Plan My Week covered fortnightly in tutor time to help students structure their time</p> <p>StudyPlus and StudySupport mentoring for students who are struggling - with learning mentors.</p>	<p>Student Leadership Team - helping at school events, mentoring younger students</p> <p>University trips - two trips for all Year 12 students</p> <p>Reach Pathway to support with preparing for an Oxbridge/Russell Group application</p> <p>Mock interviews and apprenticeship workshops in the summer term</p>
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**Whole school personal development calendar event**

	Black History Month  Safeguarding Week	Anti Bullying week	Online safety day  LGBT History Month	Equality Week  Languages week  Neurodiversity Celebration Week	Mental Health awareness week  Deaf awareness week  The month of the military child	Carers week  Refugee week
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Cross curricular links Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
		Psychology: social influence unit looks at how minority groups can create social change (e.g. civil rights movement)	Psychology: psychopathology unit looks at causes and treatments for OCD, depression and phobias		Psychology: biopsychology unit looks at physical and psychological health through nervous system and endocrine system	

Cross curricular links Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
	Psychology: issues and debates topic looks at gender bias, cultural bias and ethical implications of socially sensitive research	Psychology: relationships topic looks at formation and breakdown of relationships, and virtual relationships	Psychology: eating behaviour topic looks at eating disorders and dieting			

