

Penryn College

Secondary Relationships, Sex and Health Education (RSHE) Policy

Approved by: Full Governing Body

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Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the RSHE curriculum
4. RSE subject overview
5. RSE programmes of study
6. Health education subject overview
7. Health education programmes of study
8. Delivery of the curriculum
9. Curriculum links
10. Working with parents
11. Working with external agencies
12. Withdrawal from lessons
13. Equality and accessibility
14. Safeguarding and confidentiality
15. Assessment
16. Staff training
17. Monitoring and review

Statement of intent

At Penryn College we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

This Policy has been produced taking into consideration the views of the Governors, Staff and Parents Forum.

Penryn College Curriculum Intent: Our rich curriculum inspires students to succeed through a learning journey that provides knowledge, skills and opportunities for them to be responsible global citizens with positive life chances.

Our students will believe in their ability to succeed, becoming confident and resilient learners. They will engage with their community, be literate, numerate and have a lifelong love of learning. They will know what challenge and success feels like for them as an individual. Our teachers will, regardless of student ability, age or background, develop curiosity and critical thinking, foster aspiration and have a belief in success for all students.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy

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- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Device and Technology Acceptable Use Agreement for Pupils

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and updating a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all teaching staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSHE subject leader will be responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
Promoting knowledge and awareness of safeguarding issues amongst staff.

- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.
- Organising a safe space for pupils to go should they need additional support or time to talk after an RSHE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the RSHE subject leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE to the RSHE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the RSHE curriculum

For the purpose of this policy:

- **“RSHE”** is used to refer to the overall programme of relationships, sex and health education.
- **“RSE”** refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
“Health education” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

The school will gather the views of teachers, pupils and parents.

The majority of the RSHE curriculum is delivered through The Life skills curriculum, with statutory elements taught via the science curriculum. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

4. RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

By the end of secondary school, pupils will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including its 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.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others. **Respectful**

relationships, including friendships

By the end of secondary school, pupils will know:

- About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent; and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise nonconsensual behaviour.
- That in school and 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 show due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- 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.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including imprisonment.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, pupils will know:

- About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honourbased violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will know:

- 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 outlooks, sex, and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and the options available.
- The facts around pregnancy, including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate impartial information on all options, including parenthood, adoption, abortion and where to get further help.
- How different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

5. RSE programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of pupils and includes the statutory content outlined in the 'RSE subject overview' section of this policy.

(See appendix A for the Year 7 to 11 programmes of Study)

6. Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, overreliance on online relationships, the risks related to online gambling, how information is targeted at them, and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report or find support if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, pupils will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

7. Health education programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in the '[Health education subject overview](#)' section of this policy.

(See appendix A for the Year 7 to 11 programmes of Study)

8. Delivery of the curriculum

Through effective organisation and delivery of the RSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE curriculum will be delivered by appropriately trained members of staff.

The curriculum will proactively address issues in a timely way in line with current evidence on pupils' physical, emotional and sexual development. RSHE will be delivered in a nonjudgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSHE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any pupils with SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and the Devices and Technology Acceptable Use Agreement for Pupils.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how will be planned in conjunction with parents.

The procedures for assessing pupil progress are outlined in the 'Assessment' section of this policy.

Curriculum organisation

The RSHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum through Life Skills
- Use of external agencies and services
- School ethos
- Cross-curricular links, including Religious Education
- Assemblies

Terminology

Pupils will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure pupils are not left vulnerable.

Dealing with difficult questions

It is important that all school staff feel comfortable to take RSHE classes and answer questions from pupils. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the pupils, and their learning will be compromised.

The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSHE subject leader.

9. Curriculum links

The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects:

- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **STEAM** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **Life Skills** – pupils learn about respect and difference, values, and characteristics of individuals.
- **Religious Education** – pupils learn about marriage, sexual relations and its risks, contraception and positive relationships

10. Working with parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with opportunities to understand and ask questions about the school's approach to RSHE.

The school will allow parents regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

The school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to the school via email, or phone to arrange a meeting with the headteacher.

11. Working with external agencies

Working with external agencies will be used to enhance the school's delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.

- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the pupils.
- That the materials the expert intends to use, as well the lesson plan, meet all pupils' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- All resources used by guest speakers will be available to parents to view prior to lesson delivery.

12. Withdrawal from lessons

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

13. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the RSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+. Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

14. Safeguarding and confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy. Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15. Assessment

The school will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSHE; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Student voice
- Written work
- Self-evaluations

The RSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. This will be carried out in a mixture of the following ways:

- Self-evaluations
- Lesson observations
- Learning walks

- Work scrutiny
- Lesson planning scrutiny

16. Staff training

Training will be provided by the RSHE subject leader to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum.

The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and its effectiveness.

17. Monitoring and review

This policy will be reviewed by the headteacher in conjunction with the RSHE subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum. The next scheduled review date for this policy will be December 2024

Appendix A

Table of Contents

<u>SECONDARY LIFE SKILLS EDUCATION: LONG-TERM OVERVIEW</u>	2
<u>YEAR 7 – MEDIUM TERM OVERVIEW</u>	4
<u>YEAR 8 — MEDIUM-TERM OVERVIEW</u>	7
<u>YEAR 10 — MEDIUM-TERM OVERVIEW</u>	14
<u>YEAR 11– MEDIUM-TERM OVERVIEW</u>	18
<u>CHARACTER DEVELOPMENT</u>	21

Secondary Life Skills EDUCATION: LONG-TERM OVERVIEW

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1 Health & Wellbeing	How can I feel better about myself? Transition to secondary school and personal safety in and outside school, including first aid.	What can I do when life is difficult? Mental health and emotional wellbeing, including body image and coping strategies	What affects my identity? Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	How can I be resilient? Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	What are my next steps? Application processes, and skills for further education, employment and career progression
Autumn 2 Living in the wider world	What helps me to succeed? Careers, teamwork and enterprise skills, and raising aspirations	What is digital literacy? Online safety, digital literacy, media reliability, and gambling hooks	Which career might be right for me? Learning strengths, career options and goal setting as part of the GCSE options process	What is the world of work like? Preparation for work experience and readiness for work	How can I be successfully in Year 11? Self-efficacy, stress management, and future opportunities
Spring 1 Relationships	What makes a good friend? Self-worth, romance and friendships (including online) and relationship boundaries	What are relationships? Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	What is a healthy relationship? Families and parenting, healthy relationships, and relationship changes	What is identity and sexuality? Relationships and sex expectations, myths, pleasure and challenges, including the impact of pornography	How are relationships in adulthood different? Personal values, (in relation to contraception and sexual health)
Spring 2 Health and Wellbeing	What keeps us healthy? Healthy routines, influences on health, puberty, unwanted contact, and FGM	How can I look after my health? Alcohol and drug misuse and pressures relating to drug use	What is a healthy lifestyle? Diet, exercise, lifestyle balance and healthy choices, and first aid	What effects my health? The influence and impact of drugs, gangs, role models and the media	How do I look after my wellbeing? Responsible health choices, and safety in independent contexts
Summer 1 Relationships	How can other people affect me?	How should I deal with relationships?	How do I look after my sexual health?	What are the challenges to diversity?	What is financial responsibility?

	Diversity, prejudice, and bullying	Discrimination including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Communities, belonging and challenging extremism	The impact of financial decisions, debt, gambling.
Summer 2 Living in the wider world	What are money risks? Saving, borrowing, budgeting and making financial choices	What happens at the end of KS3? Equality of opportunity in careers and life choices, and different types and patterns of work.	What are human rights? Diversity, British Values, Community cohesion and challenging extremism	Work experience reflection? Work experience reflection	

YEAR 7 – MEDIUM TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 Health & Wellbeing	How can I feel better about myself? Transition and Safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid 	RiseAbove – Dealing with change First Aid Champions Call Push Rescue
Autumn 2 Living in the Wider World	What helps me to succeed? Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices 	Bank of England - EconoME Barclays - Life Skills

<p>Spring 1 Relationships</p>	<p>What makes a good friend? Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate 	<p><u>PSHE Association - Teaching about consent</u> <u>Medway Public Health Directorate – Relationships and Sex Education</u> <u>NSPCC - Making sense of relationships</u> <u>RiseAbove – Forming positive relationships</u> <u>BBFC- Making choices: sex, relationships and age ratings</u> <u>Diana Award & ASOS - #MySenseOfSelf</u></p>
<p>Spring 2 Health and Wellbeing</p>	<p>What keeps us healthy? Healthy routines, influences on health, puberty, unwanted contact, and FGM PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted • contact about FGM and how to access help and support 	<p><u>PSHE Association - The Sleep Factor</u> <u>Medway Public Health Directorate – Relationships and Sex Education</u> <u>Freedom Charity - FGM and Forced Marriage</u> <u>FORWARD - FGM Schools Resource Pack</u> <u>RiseAbove - Puberty</u> <u>RiseAbove- Sleep</u> <u>Betty - it's perfectly natural</u></p>
<p>Summer 1 Relationships</p>	<p>How can other people affect me? Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41</p>	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online 	<p><u>RiseAbove – Bullying and cyberbullying</u> <u>Childnet – Crossing the line</u></p>

		<ul style="list-style-type: none"> • how to respond to bullying of any kind, including online • how to support others 	
Summer 2 Living in the wider world	What are money risks? Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18	<ul style="list-style-type: none"> • how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour 	<u>Barclays - Life Skills</u> <u>Bank of England - EconoME</u>

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 Health & wellbeing	What can I do when life is difficult? Emotional Wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies 	PSHE Association - Mental Health and Emotional Wellbeing RiseAbove – Dealing with change Rise Above – Online stress and FOMO Media Smart - Body Image and Advertising Diana Award & ASOS - #MySenseOfSelf
Autumn 2 Living in the Wider World	What happens at the end of KS3? Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices 	Barclays - Life Skills Buzz quiz Kudos

<p>Spring 1 Relationships</p>	<p>What are relationships? Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill 	<p><u>PSHE Association - Teaching about consent</u> <u>Medway Public Health Directorate – Relationships and Sex Education</u> <u>NSPCC - Making sense of relationships</u> <u>BBFC- Making choices: sex, relationships and age ratings</u> <u>GEO - Anti-homophobic, biphobic and transphobic bullying project</u></p>
<p>Spring 2 Health and Wellbeing</p>	<p>How can I look after my health? Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p>	<ul style="list-style-type: none"> • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	<p><u>RiseAbove - Smoking</u> <u>RiseAbove - Alcohol</u></p>
<p>Summer 1 Relationships</p>	<p>How can I deal with relationships? Discrimination in all its forms, including:</p>	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence 	<p><u>GEO - Anti-homophobic, biphobic and transphobic bullying project</u></p>

	<p>racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p>	<ul style="list-style-type: none"> • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination 	<p><u>Dimensions - #ImwithSam</u></p> <p><u>Stonewall - Fit</u></p>
<p>Summer 2</p> <p>Living in the wider world</p>	<p>What is Digital literacy?</p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared • about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions 	<p><u>Cifas - Anti-Fraud Education</u></p> <p><u>Childnet – Crossing the line</u></p> <p><u>Childnet – Trust Me</u></p> <p><u>RiseAbove – Online stress and FOMO</u></p> <p><u>RiseAbove – Body image in a digital world</u></p> <p><u>National Crime Agency - Exploring Cybercrime</u></p> <p><u>BBFC - Making choices: sex, relationships and age ratings</u></p>

YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 Health and Wellbeing	<p>What affects my identity?</p> <p>Peer influence, substance use and gangs.</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p>	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	<p>Medway Public Health Gangs: Managing risks and staying safe</p> <p>Home Office - #knifefree</p> <p>RiseAbove – Alcohol</p> <p>NaCTSO – Run, hide, tell</p>
Autumn 1 Living in the Wider World	<p>Which career might be right for me?</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Employability and online presence</p>	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options 	<p>Cifas -Anti-Fraud Education</p> <p>Bank of England - EconoME</p> <p>Barclays - Life Skills</p>

	<p>PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14, R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> • skills for decision making about young people’s employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their ‘personal brand’ online • habits and strategies to support progress • how to identify and access support for concerns relating to life online 	
<p>Spring 1 Relationships</p>	<p>What is a healthy relationship? Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services 	<p><u>Cumbria Council - Tackling homelessness</u></p> <p><u>Coram Life Education – Adoptables Schools Toolkit</u></p> <p><u>GEO - Anti-homophobic, biphobic and transphobic bullying project</u></p>
<p>Spring 2 Health and Wellbeing</p>	<p>What is a healthy lifestyle? Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices 	<p><u>PSHE Association - The Sleep Factor</u></p> <p><u>RiseAbove- Sleep</u></p> <p><u>RSPH & the Health Foundation - Health from</u></p>

	<p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<p>to take increased responsibility for physical health, including testicular self-examination</p>	<p><u>here to where</u> <u>Samaritans - DEAL</u> <u>Movember - Happier, healthier, longer</u> <u>Teenage Cancer Trust – What is cancer?</u> <u>Coppafeel! – Breast cancer awareness</u></p>
<p>Summer 1 Relationships</p>	<p>How do I look after my sexual health? Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to • consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online 	<p><u>PSHE Association - Teaching about consent</u> <u>Medway Public Health Directorate – Relationships and Sex Education</u> <u>Home Office & GEO - Disrespect NoBody</u> <u>NSPCC - Making sense of relationships</u></p>

			<u>BBFC- Making choices: sex, relationships and age ratings</u>
Summer 2 Living in the wider world	<p>What are human rights? Diversity, British Values, Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalization 	<p><u>PSHE Association – Inclusion, belonging and addressing extremism</u></p> <p><u>Medway Public Health Directorate - Addressing extremism and radicalisation</u></p> <p><u>Cohesion in schools resources</u></p>

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
<p>Autumn 1</p> <p>Health and Wellbeing</p>	<p>How can I be resilient?</p> <p>Mental Health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> <p>PoS refs: H2, H5, H6, H7, H8, H9, H10</p>	<ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation 	<p><u>PSHE Association - Mental Health and Emotional Wellbeing</u></p> <p><u>Movember - Happier, healthier, longer</u></p> <p><u>Alzheimer's Society - Creating a dementia-friendly generation</u></p> <p><u>Samaritans - DEAL</u></p>

<p>Autumn 2</p> <p>Living in the Wider World</p>	<p>What is the world of work like?</p> <p>Preparation for work experience and readiness for work</p> <p>PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience 	<p><u>Barclays - Life Skills</u></p>
<p>Spring 1</p> <p>Relationships</p>	<p>What is identity and sexuality?</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> <p>PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming 	<p><u>PSHE Association - Teaching about consent</u></p> <p><u>NSPCC – Making sense of relationships</u></p> <p><u>Home Office & GEO - Disrespect NoBody</u></p> <p><u>Alice Ruggles Trust – Relationship safety</u></p>

		<ul style="list-style-type: none"> • about asexuality, abstinence and celibacy 	
<p>Spring 2</p> <p>Health and Wellbeing</p>	<p>What effects my health?</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction 	<p>Home Office - #knifefree</p> <p>Medway Public Health - Gangs: Managing risks and staying safe</p>
<p>Autumn 2</p> <p>Relationships</p>	<p>What are the challenges to Diversity?</p> <p>Communities, belonging and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28,</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognize implicit bias 	<p>True Tube - 'Extremists' lesson plan</p>

	R29, R30, R31, R34, L24, L26, L27, L28, L29		
Summer 2 Living in the wider world	<p>What is financial responsibility?</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: H25, R38, L16, L17, L18, L19, L20, L25, L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p>	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities 	<p><u>Barclays - Life Skills</u></p> <p><u>Nebula – Financial education online</u></p> <p><u>Cifas – Anti Fraud Education</u></p> <p><u>Demos & GambleAware - Resilience to gambling</u></p> <p><u>National Crime Agency - Exploring Cybercrime</u></p>

YEAR 11 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Resources
Autumn 1 Living in the Wider World	What are my next steps? Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revisions techniques and strategies • about options post-16 and career pathways • about application processes, including CV's, personal statements and interview technique • how to maximize employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance 	<u>Environment Agency - Growing careers for positive change</u> <u>Barclays - Life Skills</u>
Autumn 2 Health and Wellbeing	How can I be successful in Year 11? Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits 	<u>PSHE Association - Mental Health and Emotional Wellbeing</u> <u>PSHE Association - The Sleep Factor</u> <u>RiseAbove – Dealing with change</u>

		<ul style="list-style-type: none"> • about positive and safe ways to create content online and the opportunities this offers • how to balance time online 	<u>RiseAbove – Exam stress</u>
<p>Spring 1 Relationships</p>	<p>How are relationship in adulthood different?</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health)</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate wants and needs • how to handle unwanted attention, including online • about the effect of sexual pressure and consent 	<p><u>PSHE Association - Teaching about consent</u></p> <p><u>NSPCC - Making sense of relationships</u></p> <p><u>Alice Ruggles Trust Relationship safety</u></p>
<p>Spring 2 Health and Wellbeing</p>	<p>How do I look after my wellbeing?</p> <p>Responsible health choices, and safety in independent contexts</p> <p>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • about the link between lifestyle and some cancers • about vaccinations and immunisations • about the importance of screening and how to perform self-examination • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation 	<p><u>Movember - Happier, healthier, longer</u></p> <p><u>British Red Cross – First Aid</u></p> <p><u>British Heart Foundation – Call Push Rescue</u></p> <p><u>NaCTSO - Run, hide, tell</u></p> <p><u>Teenage Cancer Trust – What is cancer?</u></p> <p><u>Coppafeel! – Breat cancer awareness</u></p>

<p>Summer 1 Relationships</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about ‘honour based’ violence and forced marriage and how to safely access support 	<p><u>PSHE Association - Family Life: Exploring relationships, marriage and parenting</u></p> <p><u>Freedom Charity – FGM and Forced Marriage</u></p>
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Character DEVELOPMENT

Responsibility

Respect

Resilience

Integrity

Co-operation

Aspiration