



SUTTON VALENCE SCHOOL
SINCE 1576

Relationships, Sex and Health Education (RSHE) Policy

(Senior School)

Author: Mrs Maja Trachonitis

Policy Date: September 2025

Approval Date by Governors: November 2025

Review Date: September 2026

This policy is aligned with the Department for Education's RSHE statutory guidance (published July 2025), which becomes statutory from 1 September 2026.

Documents that inform our school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010) and associated statutory guidance for schools
- Children and Social Work Act (2017)
- Keeping Children Safe in Education – Statutory safeguarding guidance (most recent update: September 2025)
- Working Together to Safeguard Children (July 2023)
- DfE: Mental Health and Behaviour in Schools (2018, still current)
- Office for Health Improvement and Disparities (formerly Public Health England): Promoting Children and Young People's Emotional Health and Wellbeing (2021)
- Online Safety Act (2023) – relevant to the teaching of safe, respectful online relationships.

This framework ensures that our RSHE provision is delivered in line with statutory duties, safeguarding requirements, and best practice in promoting pupils' wellbeing, safety, and personal development.

1 Definition

Relationships, Sex and Health Education (RSHE) at Sutton Valence School seeks to equip pupils with knowledge, skills, values and understanding to lead confident, healthy, respectful lives. It covers:

- Relationships education (friendships, families, respect, healthy boundaries)
- Sex education (consensual relationships, reproductive biology, intimacy)
- Health education (physical, emotional, mental wellbeing)

RSHE aims to:

- Provide knowledge about human sexuality, reproduction, and relationships in the context of respect and care
- Encourage understanding and appreciation of diverse families, stable relationships, marriage, and responsibilities of parenthood
- Promote self-esteem, respect for oneself and others, and the habit of acting responsibly in all relationships
- Help pupils develop considered values based on ethical and moral principles to support wellbeing now and in later life

- Enable pupils to understand the physical, emotional, legal, and moral dimensions of behaviour and their effects on self and others
- Teach legal, ethical, and personal boundaries, including consent, mutual respect, and recognising abusive behaviours
- Educate on digital safety, online relationships, risks of manipulation (e.g. deepfakes), financial exploitation, sextortion, and the influence of online content
- Encourage critical thinking about harmful attitudes (misogyny, stereotypes, gender norms) and equip pupils to challenge them
- Address mental health, grief, loss, conflict resolution, personal safety (travel, fire, water), and knife crime (secondary)
- Provide health-related education including menstrual health, gynaecological knowledge, and access to health services

2 Curriculum Delivery & Pedagogy

- RSHE is delivered through timetabled PSHE lessons, School Nurses, Science/Biology, Religious Studies, pastoral work, external providers, and specialist sessions. Inevitably aspects of sex education will arise in various other subject areas (such as Science, English, History or Drama); when this happens, they will be addressed in a thoughtful, sensitive manner by members of staff using their professional judgement and common sense.
- Lessons are objective, balanced, inclusive, and sensitive, delivered in a safe, participative environment.
- Content is carefully sequenced, sensitive, age-appropriate and developmentally appropriate
- Pupils are mostly taught in mixed groups, but in some cases single-gender sessions or breakout groups may be used for sensitive topics.

Our RSHE programme is an integral part of our whole school PSHE education provision and will cover the following topics, as appropriate to the pupils' age, development and needs (see Appendix One for further details):

- Families, respect, consent, boundaries
- Sexual orientation, gender identity, inclusive families
- Intimacy, communication, sexual pleasure
- Contraception, STIs, HIV/AIDS
- Reproductive biology, conception, pregnancy, IVF
- Abuse, harassment, sexual violence, coercive control, strangulation
- Misogyny, sexist attitudes, harmful stereotypes, online misogyny
- Pornography, youth-produced sexual imagery, sexual exploitation
- Power and inequality in relationships
- Legal protections: FGM, forced marriage, harassment, hate crime
- Puberty (physical & emotional changes)
- Menstrual health, gynaecological health, menopause
- Mental health & wellbeing (including grief, loss, suicide prevention)
- Substance use and its impact on decision making
- Online safety: AI, deepfakes, digital manipulation, gaming, data, privacy, algorithms
- Risks from online behaviour: sextortion, scams, cyberbullying, coercive control

3 Parents

Parents have a primary responsibility in this area; the School's role is to complement and enhance the parents' role, not to usurp parental responsibility in these matters. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Before granting any such request, will require the Headteacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are

understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms, as set out in Government mandatory guidance (2020).

If a pupil is excused from sex education, it is the School's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education, as set out in the Government mandatory guidance (Sept 2020).

The statutory guidance on RSHE (September 2020) states that RSHE policies should have sections that cover, 'how the policy has been produced, and how it will be kept under review, in both cases working with parents'.

As part of our whole School approach to RSHE, Parent Information sessions and opportunities for parents to engage with the materials and resources used are shared in an open and transparent way via the parent portal and weekly wellbeing newsletter. Parents will regularly be asked for feedback on this policy and the School's RSHE provision.

4 Staff

Where outside speakers are to be used in delivering a particular topic, a copy of the policy will be sent beforehand, and the content and presentation of the proposed talk agreed upon; a member of staff will usually be present with the pupils throughout the talk. All visiting speakers must sign the declaration form regarding compliance with the Equality Act and the prevention of extremist views. All speakers are subject to the appropriate Safeguarding checks.

- Staff receive regular training, particularly on safeguarding, mental health, suicide prevention, digital risks, and sensitive subject handling.
- Visiting speakers must comply with this policy and are subject to safeguarding checks; their materials must be reviewed in advance.

The provision of RSHE will be kept under regular review by the Senior Management Team.

5 Equality, Inclusion & Accessibility

- In line with the Equality Act 2010, RSHE teaching will be inclusive, non-discriminatory, and respectful of all protected characteristics. [GOV.UK+1](https://www.gov.uk/government/publications/equality-act-2010-guidance)
- Content and delivery are differentiated to meet the needs of pupils with SEND, neurodiversity, or additional vulnerabilities; reasonable adjustments are made.
- Pupils who identify as LGBTQ+ or are exploring identity will receive content in a safe, affirming way.
- Care is taken to avoid enforcing gender stereotypes or presenting contested issues as fact.

6 Accessibility

In accordance with The Equality Act, the School is dedicated to ensuring that all aspects of the curriculum are accessible to all pupils, regardless of ability/disability and SEND. This principle is particularly relevant to RSHE, where the School recognises that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

RSHE teaching at the School will be developed in conjunction with the curriculum support (SEN)

department to ensure that it is accessible and that reasonable adjustments are made for specific pupils where required.

RSHE teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

SVS PATHWAYS EDUCATION: LONG-TERM OVERVIEW

| | Michaelmas 1 Health & wellbeing | Michaelmas 2 Living in the wider world | Lent 1 Relationships | Lent 2 Health & wellbeing | Summer 1 Relationships | Summer 2 Living in the wider world |
|----------------------|---|---|---|---|--|--|
| 1 st Form | Transition and safety Transition to secondary school and personal safety in and outside school, including first aid | Diversity Diversity, prejudice, and bullying, peer conflict | Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM | Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations | Building relationships Self-worth, romance and friendships (including online) and relationship boundaries | Digital literacy Online safety, digital literacy, media reliability, and gambling hooks |
| 2 nd Form | Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies | Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | Identity and relationships Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception | Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid | Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work | Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use |
| 3 rd Form | Setting goals Learning strengths, career options and goal setting as part of the GCSE options process | Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes | Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | Financial decision making Saving, borrowing, budgeting and making financial choices | Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | Employability skills Employability and online presence |
| 4 th Form | Exploring influence The influence and impact of drugs, gangs, role models and the media | Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography | Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | Addressing extremism and radicalisation Communities, belonging and challenging extremism | Work experience Preparation for and evaluation of work experience and readiness for work |

| | | | | | | |
|----------------------|--|---|---|---|---|--|
| 5 th Form | Building for the future Self-efficacy, stress management, and future opportunities | Independence Responsible health choices, and safety in independent contexts | Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships | Next steps Application processes, and skills for further education, employment and career progression | Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | |
|----------------------|--|---|---|---|---|--|

#

| | | | | | | |
|-----------------------|---|---|---|--|---|---|
| L6 th Form | Respectfulrelationships <ul style="list-style-type: none"> Consent (link to pornography) Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships | Diversity and inclusion <ul style="list-style-type: none"> Living in a diversesociety Challenging prejudice and discrimination | Readiness for work <ul style="list-style-type: none"> Career opportunities Preparing for theworld of work | Planning for the future <ul style="list-style-type: none"> Exploring future opportunities Post-18 options The impact of financialdecisions | Mental health and emotional wellbeing <ul style="list-style-type: none"> Mental health and emotional wellbeing Managing stress Body image Healthy copingstrategies Impact of pornography on mental health | Health choices and safety (Lower Sixth Form carousel) <ul style="list-style-type: none"> Brook (sexual health) Yoga and practical wellbeing Street First aid Cooking practical and nutrition Unifrog Driving awareness and safety (external speaker) |
| U6 th Form | Independence <ul style="list-style-type: none"> Remind pupils of the ‘get it’ scheme (contraception) Health and wellbeing,including sexual health, into adulthood (break out) Personal values, including in relation to contraception and sexual health Fertility Pregnancy | Next steps <ul style="list-style-type: none"> Application processes Future opportunitiesand career development Maintaining a positiveprofessional identity Apprenticeship information session CV’s / Applications and interviews. | Financial choices <ul style="list-style-type: none"> Managing money Financial contracts Budgeting Saving Debt Influences on financialchoices Wellbeing Tracking and monitoring <ul style="list-style-type: none"> Assessing Wellbeing in Education | Preparing for next steps (Sixth Form Carousel) <ul style="list-style-type: none"> Cooking Prioritisation Transition preparation Nurses session on sexual health Linkedin | | |

1st Form — MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, pupils learn... | British Values / break out / Additional input |
|--------------------------------------|--|---|---|
| Michaelmas 1 Health and Wellbeing | 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 improve study skills / addressing academic worries 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 know the protocol for seeing the nurses Basic first aid | <ul style="list-style-type: none"> Break out assembly 'Looking after yourself' (Nurses) PCSO Break out. 9am Monday 14th of October - 1st Form (Year 7) Topic assault including online / cyberbullying & harassment) <p>Democracy: How to establish and manage friendships: Encourages pupils to listen to others, value different perspectives, and engage in democratic practices within their social groups.</p> <p>Mutual Respect: How to manage the challenges of moving to a new school: Promotes understanding and empathy towards peers experiencing similar transitions, fostering a supportive and respectful environment.</p> |
| Michaelmas 2 Relationships | Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41 | <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 how to respond to bullying of any kind, including online how to support others | <ul style="list-style-type: none"> AWE – pupils complete wellbeing assessment. Week commencing: <p>Rule of Law: The signs and effects of all types of bullying, including online: Teaches pupils about the importance of laws and rules in protecting individuals from harm and maintaining a safe environment.</p> <p>Mutual respect: How to challenge prejudice, stereotypes, and discrimination: Encourages pupils to respect and value differences, and to stand up against behaviours that undermine mutual respect.</p> |

| | | | |
|--|---|---|---|
| <p>Lent 1</p> <p>Health & Wellbeing</p> | <p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>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>Rule of Law: How to recognize and respond to inappropriate and unwanted contact: Reinforces the importance of laws designed to protect individuals from abuse and exploitation, promoting respect for legal protections.</p> <p>About FGM and how to access help and support: Educates pupils about the legal status of FGM in the UK and the importance of the rule of law in safeguarding human rights and well-being.</p> <p>Individual Liberty: How to make healthy lifestyle choices including diet, dental health, physical activity, personal hygiene and sleep: Promotes the idea that individuals have the freedom and responsibility to make choices that affect their health and well-being.</p> |
| <p>Lent 2</p> <p>Living in the wider world</p> | <p>Developing skills and aspirations</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>PoS refs: R15, R39, L1, L4, L5, L9, L10, L12</p> | <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 | <p>Rule of Law: About equality of opportunity: Reinforces the importance of laws and policies designed to ensure fair treatment and prevent discrimination in educational and professional settings.</p> <p>Individual Liberty: About a broad range of careers and the abilities and qualities required for different careers: Promotes individual freedom by providing knowledge about various career paths, allowing pupils to make informed choices about their futures.</p> |

| | | | |
|--|--|--|--|
| <p>Summer 1 Relationships</p> | <p>Building relationship</p> <p>Self-worth, romance and friendships (including online) and relationship Boundaries</p> <p>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 consent | <p>Democracy: How to recognise and challenge media stereotypes: Encourages pupils to critically engage with media and societal norms, fostering active participation and advocacy for truth and fairness.</p> <p>Rule of Law: About consent, and how to seek and assertively communicate consent: Highlights the legal aspects of consent, underscoring the importance of respecting laws that protect individual autonomy and safety in relationships.</p> <p>Individual Liberty: How to develop self-worth and self-efficacy: Encourages pupils to build confidence and recognise their inherent value, which is essential for exercising individual liberty and making autonomous choices.</p> |
| <p>Summer 2</p> <p>Living in the wider world</p> | <p>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>Tolerance of Those with Different Faiths and Beliefs: How to recognise biased or misleading information online: Teaches pupils to approach online information with a critical mind, fostering tolerance by understanding and respecting diverse perspectives and rejecting harmful stereotypes and misinformation.</p> <p>Rule of Law: How to recognise online grooming in different forms, e.g., in relation to sexual or financial exploitation, extremism, and radicalisation and how to respond and seek support in cases of online grooming: Reinforce the importance of laws designed to protect individuals from exploitation and harm, promoting respect for legal frameworks.</p> |

2nd Form — MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, pupils learn... | British Values / break out / Additional input |
|------------------------------------|--|---|---|
| Michaelmas 1 Health & wellbeing | 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"> recap health and unhealthy friendships, navigating conflict and interactions online. 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 | <ul style="list-style-type: none"> PCSO visit (break out) 9am Monday 23rd of September - 2nd Form) - Topic assault including online / cyberbullying & harassment) <p>Individual Liberty: About attitudes towards mental health: Supports individual liberty by promoting understanding and acceptance of mental health issues, allowing individuals to seek help without fear of judgment.</p> <p>Tolerance of Those with Different Faiths and Beliefs: How to challenge myths and stigma: Promotes tolerance by addressing and challenging stereotypes and prejudices, fostering an inclusive attitude towards diverse mental health experiences.</p> |
| Michaelmas 2 Relationships | Discrimination Discrimination in all its forms, including racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R41, L3, L8, L9, L10, L11, L12 | <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 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 | <ul style="list-style-type: none"> AWE – pupils complete wellbeing assessment. Week commencing: |
| Lent 1 Relationships | Identity and 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, R28, R29, R30, R32 | <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 about equality of opportunity in life and work | <ul style="list-style-type: none"> Vaccinations (HPV) nurses' session. <p>Rule of Law: Educates about legal protections against gender-based discrimination, reinforcing the importance of laws in safeguarding individual rights.</p> <p>Mutual Respect: Encourages self-respect and respect for others, foundational for positive social interactions.</p> |

| | | | |
|--|--|--|--|
| <p>Lent 2</p> <p>Health & wellbeing</p> | <p>Healthy Lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</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 • to take increased responsibility for physical health, including testicular self-examination | <p>Individual Liberty: Educates pupils about the interdependence of physical and mental health, empowering them to take control of their overall well-being.</p> <p>Mutual Respect: Fosters a culture of respect for personal health practices and encourages supportive conversations around health issues.</p> |
| <p>Summer 1</p> <p>Living in the wider world</p> | <p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work.</p> <p>PoS refs: R39, R41, L3, L8, L9, L10, L11, L12</p> | <ul style="list-style-type: none"> • 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 | <p>Mutual Respect and Tolerance: Educates pupils to recognise and challenge unfair treatment and discrimination in the workplace, fostering an environment of respect and equality.</p> <p>Rule of Law: Emphasises the legal frameworks that protect against workplace discrimination and ensure fair pay, reinforcing the importance of laws in maintaining justice and equality.</p> |
| <p>Summer 2</p> <p>Health and Wellbeing</p> | <p>Drugs and alcohol</p> <p>Alcohol and drug misuse and pressures relating to drug use</p> <p>H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p> | <ul style="list-style-type: none"> • about medicinal and recreational 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>Rule of Law: Educates pupils about the legal distinctions and regulations regarding medicinal and recreational drugs, emphasising the importance of adhering to the law.</p> <p>Individual Liberty: Provides knowledge that empowers pupils to make informed decisions regarding their health and well-being, supporting personal autonomy.</p> |

Third Form — MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, pupils learn... | British Values / break out / Additional input |
|---|---|--|---|
| Michaelmas 1 Living in the wider world | Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14 | <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 skills for decision making | <ul style="list-style-type: none"> Break out (DRS) Thriving in the Third Form – 9th Sept @ 9am PCSO break out visit 9am Monday 30th of September - Topic Drugs Break out assembly 'Looking after yourself' (Nurses) 14th of October <p>Individual Liberty: Encourages pupils to identify and develop their unique skills and interests, supporting their right to pursue personal and professional goals.</p> <p>Mutual Respect: Fosters empathy and understanding for others who may experience similar feelings, promoting a supportive and respectful community.</p> |
| Michaelmas 2 Relationships | Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36 | <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 | <ul style="list-style-type: none"> AWE – pupils complete wellbeing assessment. Week commencing: Break out (DRS) Options process 25th November <p>Mutual Respect and Tolerance: Promotes understanding and acceptance of diverse family structures, fostering an inclusive and respectful attitude towards all types of families.</p> <p>Rule of Law: Educates pupils about available support services and legal rights, ensuring they understand how to seek help and protection when needed.</p> |
| Lent 1 Health and Wellbeing | Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | <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 | <p>Individual Liberty: Empowers pupils to make informed choices about their friendships, supporting their right to maintain positive social connections.</p> |

| | | | |
|--|---|--|---|
| | PoS refs: H24, H24, H27,H28, H29, R1, R20, R37, R42, R44, R45, R46, R47 | <ul style="list-style-type: none">• 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>Rule of Law: Promotes awareness of legal boundaries and personal safety online, emphasising the importance of following laws and regulations.</p> <p>Democracy: Teaches the importance of individual critical thinking and the dangers of conforming to group pressure, promoting independent thought and participation in democratic processes.</p> |
|--|---|--|---|

| | | | |
|--|---|---|--|
| <p>Lent 2</p> <p>Living in the wider world</p> | <p>Financial decision making</p> <p>Saving, borrowing, budgeting and making financial choices</p> <p>PoS refs: H32, L15, L16, L17, L18</p> | <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 | <p>Individual Liberty: Empowers pupils with the knowledge and skills to make informed financial decisions, supporting their autonomy and financial independence.</p> <p>Rule of Law: Encourages understanding of legal and regulatory frameworks governing financial transactions, reinforcing the importance of lawful financial practices.</p> |
| <p>Summer 1</p> <p>Relationships</p> | <p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>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>Rule of Law: Emphasises the legal definitions and implications of consent, supporting pupils' understanding of the law.</p> <p>Individual Liberty: Corrects misinformation and promotes informed decision-making, supporting pupils' rights to make autonomous and respectful choices.</p> |
| <p>Summer 2</p> <p>Living in the wider world</p> | <p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p> | <ul style="list-style-type: none"> • 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>Individual Liberty: Provides pupils with the skills necessary to pursue their chosen career paths, supporting their personal and professional autonomy.</p> <p>Mutual Respect: Encourages the development of interpersonal skills and teamwork, fostering a respectful and cooperative working environment.</p> |

Fourth Form — MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, pupils learn... | British Values / break out / Additional input |
|---|--|--|---|
| Michaelmas 1 Health & wellbeing | Exploring influence The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37 | <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 | <ul style="list-style-type: none"> 9am Monday 7th of October - 4th Form (Year 10) Topic Drugs <p>Individual Liberty: Empowers pupils to form their own informed opinions rather than being swayed by potentially biased media representations. Rule of Law: Educates pupils about legal consequences and societal norms regarding substance use.</p> <p><u>Guest Speaker (17th of September) 'It happens here' Intimate Relationships – Yr10</u></p> <ul style="list-style-type: none"> Understanding intimacy (reality v. pornography) Reproduction and/or pleasure? Choosing to be sexually active Complex consent, communication & connection Green flags/ Red flags Being upstanding |
| Michaelmas 2 Living in the wider world | Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25 | <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 | <ul style="list-style-type: none"> AWE – pupils complete wellbeing assessment. Week commencing: Break out careers and next steps Monday 2nd December <p>Individual Liberty: Empowers pupils with the skills to manage their finances independently, fostering self-sufficiency and personal responsibility. Rule of Law: Educates pupils about financial regulations and legal frameworks surrounding debt and credit, promoting compliance with the law.</p> |

| | | | |
|-----------------------------|--|--|--|
| | | <p>and cybercrime</p> <ul style="list-style-type: none"> • how to manage risk in relation to financial activities | |
| <p>Lent 1 Relationships</p> | <p>Healthy relationships 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 • about asexuality, abstinence and celibacy | <p>Mutual Respect: Emphasises the importance of respect and mutual consent in relationships, fostering a culture of mutual respect and understanding.</p> <p>Individual Liberty: Encourages pupils to understand their own values and make informed, autonomous choices in relationships.</p> <p>Rule of Law: Reinforces the legal standards surrounding consent, ensuring pupils understand their rights and responsibilities.</p> |

| | | | |
|---------------------------------------|--|---|---|
| Lent 2 Health & wellbeing | Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10 | <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 | Individual Liberty: Encourages pupils to take proactive steps in managing their mental health, promoting autonomy and self-care. Mutual Respect: Fosters a community that values and supports mental well-being, showing respect for everyone's mental health journey. |
| Summer 1 Relationships | Addressing extremism and radicalisation Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29 | <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 radicalisation | Mutual Respect: Encourages understanding and respect for diverse communities, fostering a sense of inclusion and belonging. Tolerance of Different Faiths and Beliefs: Promotes acceptance and respect for people from various backgrounds and beliefs, reinforcing the importance of a cohesive community. Rule of Law: Educates pupils on the legal framework that protects equality and diversity, highlighting the importance of adhering to these laws. |
| Summer 2 Living in the wider world | Work experience Preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23 | <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 | <ul style="list-style-type: none"> • Louise Ring (Spring Pod – virtual work experience opportunities). Rule of Law: Educates pupils about their legal rights and responsibilities related to employment and education. Mutual Respect: Encourages responsible behaviour and respect for colleagues and workplace rules. |

Fifth Form — MEDIUM-TERM OVERVIEW

| Half term | Topic | In this unit of work, pupils learn... | British Values / break out / Additional input |
|---|--|--|---|
| Michaelmas 1 Health & wellbeing | Building for the future Self-efficacy, stress management, and future opportunities PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24 | <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 about positive and safe ways to create content online and the opportunities this offers how to balance time online | <ul style="list-style-type: none"> Break out (DRS) Study Skills – 3rd Sept @ 9am Week commencing 9th September – Morrisby testing (details from Louise Ring to follow). Break out (PCSO) Drugs - 16th of September @ 9am Break out (DRS) maximising revision 7th of October <p>Mutual Respect: Encourages respectful and positive interactions online.</p> <p>Individual Liberty: Teaches the responsible use of freedom in online spaces.</p> <p><u>Guest Speaker (17th of September) 'It happens here' Developing Digital Relationships – Yr11</u></p> <ul style="list-style-type: none"> Digital Lives & human relationships, including influencers/ deep fakes/ manipulation & algorithms Are you true to yourself online? Pornography: including sexism, racism & violence Neurological reward systems & habits – your brain What is the script for a healthy sexual relationship? Intervening & reporting if you are worried |
| Michaelmas 2 Living in the wider world | Independence Responsible health choices, and safety in independent contexts PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21 | <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 how to assess emergency and non-emergency situations and contact appropriate services | <ul style="list-style-type: none"> AWE – pupils complete wellbeing assessment. Monday 18th of November break out PCSO – Topic Drugs <p>Individual Liberty: Encourages responsible decision-making in urgent situations.</p> |

| | | | |
|-------------------------------------|--|--|---|
| | | <ul style="list-style-type: none"> about the links between lifestyle and some cancers about the importance of screening and how to perform self examination about vaccinations and immunisations 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>Individual Liberty: Encourages proactive health management and personal responsibility.</p> <p>Rule of Law: Promotes understanding of the appropriate use of emergency services and the importance of following protocols.</p> |
| Lent 1 Relationships | <p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and 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 about various forms of relationship abuse | <p>Mutual Respect and Tolerance: Promotes understanding and acceptance of diverse family structures.</p> <p>Individual Liberty: Encourages informed choices regarding reproductive health.</p> <p>Rule of Law: Encourages understanding and adherence to laws protecting individuals from honour-based violence and forced marriage.</p> |
| Lent 2 Living in the wider world | <p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: H2, H3, H4, H8, H12, L22</p> | <ul style="list-style-type: none"> how to use feedback constructively when planning for the future how to set and achieve SMART targets effective revision techniques and strategies about options post-16 and career pathways about application processes, including writing CVs, personal statements and interview technique how to maximise employability, including managing online presence and taking opportunities to broaden experience about rights, responsibilities and challenges in relation to working part time whilst studying | <p>Democracy: Promotes the idea of collective improvement and growth through constructive feedback.</p> <p>Individual Liberty: Encourages setting personal goals and taking responsibility for achieving them.</p> |

| | | | |
|------------------------|---|---|--|
| | | <ul style="list-style-type: none"> • how to manage work/ life balance | |
| Summer 1 Relationships | <p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</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 assertively • how to communicate wants and needs • how to handle unwanted attention, including online • about unhealthy, exploitative and abusive relationships • how to challenge harassment and stalking including online • how to access support in abusive relationships and how to overcome challenges in seeking support | <p>Mutual Respect: Encourages understanding and respecting one's own values and emotions as well as those of others.</p> <p>Tolerance of Different Faiths and Beliefs: Promotes acceptance and understanding of differences in gender and sexuality.</p> <p>Rule of Law: Promotes awareness of legal protections and consequences related to abusive relationships.</p> |

| Lower Sixth Form — MEDIUM-TERM OVERVIEW | | | |
|---|--|--|---|
| Half term | Topic | In this unit of work pupils learn... | British Values / break out / Additional input |
| Michaelmas 1 Relationships | Respectful relationships <ul style="list-style-type: none"> Consent Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships <p>PoS refs: R11, R12, R13, R19, R20, R21, R22, R23, R24</p> | <ul style="list-style-type: none"> how to seek and assertively give, not give or withdraw consent, in all contexts about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent how to identify the signs of abuse, exploitation and assault or rape where and how to access support and report concerns, including online to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online how to recognise manipulation and coercion and manage negative influence and persuasion exit strategies for unhealthy relationships about rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help about the unacceptability and illegality of forced marriage and 'honour'-based violence and how to safely seek help exit strategies for pressurised or dangerous situations | <ul style="list-style-type: none"> Break out for Lower Sixth Form careers and next steps (delivered by Louise Ring – Careers) <p>Individual Liberty: Emphasises the right to make personal decisions about giving or withdrawing consent.</p> <p>Mutual Respect: Encourages understanding and respect for others' boundaries and decisions.</p> <p>Rule of Law: Educates on the legal responsibilities and consequences related to consent.</p> <p>Guest Speaker (17th of September) 'It happens here' Keeping Your Body Safe & Sexual Health - Yr12</p> <ul style="list-style-type: none"> Sexual wellbeing & pleasure Inclusive sexual health Sexually transmitted infections (STIs) Barrier methods HIV & Aids, PrEP & PEP Accessing services and getting tested |

| | | | |
|---|--|--|---|
| <p>Michaelmas 2 Relationships</p> | <p>Diversity and inclusion</p> <ul style="list-style-type: none"> Living in a diverse society Challenging prejudice and discrimination <p>PoS refs: R1, R2, R3, R24, R25, L25</p> | <ul style="list-style-type: none"> how to communicate personal values in different types of relationships strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010) about rights, roles and responsibilities in a diverse society and how to respect and advocate for them to celebrate cultural diversity and promote inclusion about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate how to safely challenge prejudice and discrimination, including online about extremism and radicalisation, how to reduce the risks and when, where and how to seek help | <ul style="list-style-type: none"> Break out assembly 'Looking after yourself' (Nurses) 4th of November PCSO Break out assembly (drugs) 18th of November. <p>Individual Liberty: Encourages pupils to express their personal values and beliefs freely while respecting others.</p> <p>Tolerance of Different Faiths and Beliefs: Encourages acceptance and inclusion of diverse backgrounds and beliefs.</p> <p>Rule of Law: Upholds the legal framework protecting against discrimination.</p> |
| <p>Lent 1 Living in the wider world</p> | <p>Readiness for work</p> <ul style="list-style-type: none"> Career opportunities Preparing for the world of work <p>PoS refs: L1, L5, L6, L7, L8, L9, L10, L11, L12</p> | <ul style="list-style-type: none"> how to evaluate strengths, skills and interests in relation to future roles and opportunities how to be enterprising in life and work how to write an effective CV and prepare for interviews for part-time work about career opportunities in a global economy about rights and responsibilities in different types of employment, including full-time, part-time, and jobs in the 'gig economy' how to demonstrate professional conduct, including following health and safety protocols about workplace confidentiality and security, including cyber-security and data protection when, why and how to seek or provide support in response to bullying and harassment in the workplace strategies for overcoming challenges or adversity in the workplace about the role of trade unions and professional organisations | <p>Rule of Law: Emphasises the legal rights and responsibilities in various types of employment.</p> <p>Rule of Law: Reinforces the importance of adhering to workplace regulations and health and safety protocols.</p> <p>Mutual Respect: Encourages respectful treatment of all individuals and addresses bullying and harassment.</p> |

| | | | |
|--|---|---|--|
| <p>Lent 2</p> <p>Living in the wider world</p> | <p>Planning for the future</p> <ul style="list-style-type: none"> • Exploring future opportunities • Post-18 options • The impact of financial decisions <p>PoS refs: L2, L3, L4, L5, L7, L13, L18, L25, H1</p> | <ul style="list-style-type: none"> • how to assess strengths, interests, values, and skills to set realistic, aspirational goals • how to evaluate the options available in education, training and employment post-18, including higher education, further training or apprenticeships, and gap year opportunities • how to evidence strengths and skills and use this when applying and interviewing for future roles and opportunities • how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally, and benefit from potential opportunities • how to evaluate the financial advantages, disadvantages and risks relating to post-18 options • how to evaluate the potential gains and risks of different credit/ debt arrangements and repayment implications, including pupil loans | <p>Individual Liberty: Supports pupils' right to make informed choices about their future education, training, and employment options.</p> <p>Rule of Law: Highlights the legal aspects and implications of credit and debt arrangements.</p> <p>Individual Liberty: Supports pupils' right to make informed financial decisions and understand the consequences.</p> |
|--|---|---|--|

| | | | |
|-------------------------------|--|---|--|
| <p>Summer 1 Relationships</p> | <p>Mental health and emotional wellbeing</p> <ul style="list-style-type: none"> • Mental health and emotional wellbeing • Managing stress • Body image • Healthy coping strategies <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H13</p> | <ul style="list-style-type: none"> • how to manage work-life balance, including study, leisure, exercise, sleep and time online • strategies to promote mental health and emotional wellbeing and address difficulties • stress management strategies • about the signs of emotional or mental ill-health • how, when and why to access appropriate support and treatment • about the effects on body image and self-esteem, of idealised images of bodies and pressure to conform • strategies to manage influences on body image • how to manage influences and risks relating to cosmetic and aesthetic body alterations | <p>Mutual Respect: Promotes understanding and respect for the diverse ways individuals balance their lives.</p> <p>Mutual Respect: Promotes awareness and understanding of mental health issues, encouraging empathy and support.</p> <p>Individual Liberty: Informs pupils about making safe and informed choices regarding cosmetic procedures.</p> |
|-------------------------------|--|---|--|

| | | | |
|--|---|---|--|
| <p>Summer 2 Health & wellbeing</p> | <p>Health choices and safety</p> <ul style="list-style-type: none"> • Independence and keeping safe • Travel • First aid • The impact of substance use <p>PoS refs: H14, H15, H16, H17, H21, H22, H23, H24, R19, R20</p> | <ul style="list-style-type: none"> • how to assess and manage risk and personal safety in new independent situations, including online • how to manage personal safety in relation to travel, including cycle safety, young driver safety, passengersafety, using licensed taxis and getting home safely • about safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa andinsurance requirements • how to perform first aid • how to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences • to identify and manage the impact of substance use on health, personal safety, decision making and sexualbehaviour • about the consequences of substance use, and how to manage use of alcohol and other drugs • about the risks of being a passenger with an intoxicated driver and how to manage this • about the impact of substance use on road safety, work-place safety, reputation and career | <p>Lower Sixth Form carousel</p> <ul style="list-style-type: none"> • Brook (sexual health) • Yoga and practical wellbeing • Street First aid • Cooking practical and nutrition • Unifrog • Driving awareness <p>Rule of Law: Teaches pupils about legal consequences related to substance use.</p> <p>Individual Liberty: Empowers pupils to make informed choices regarding substance use and its management.</p> <p>Mutual Respect: Promotes respect for the safety and well-being of others, advocating against risky behaviours like riding with intoxicated drivers.</p> |
|--|---|---|--|

| Upper Sixth Form — MEDIUM-TERM OVERVIEW | | | |
|---|--|---|---|
| Half term | Topic | In this unit of work, pupils learn... | |
| Michaelmas 1 Health & wellbeing | Independence <ul style="list-style-type: none"> Responsible health choices Managing change Health and wellbeing, including sexual health, into adulthood <p>PoS refs: H8, H9, H10, H11, H12, H18, H19, H20, R19, R20</p> | <ul style="list-style-type: none"> about the importance of monitoring personal health and wellbeing how to make informed, independent health choices and manage media messages about health (including about vaccination/ immunisation) how to maintain a healthier diet about registering with and accessing doctors, opticians and other health services about screening and how to perform (e.g. breast and testicular) self-examination about illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' how to select appropriate contraception in different contexts and relationships how to reduce the risk of contracting or passing on an STI about accessing local and national advice, diagnosis and treatment in relation to sexual health | <ul style="list-style-type: none"> Break out – Careers and next steps (Louise Ring) <p>Guest Speaker (17th of September) 'It happens here' Future Relationships – Yr13</p> <ul style="list-style-type: none"> Society & sexuality Authenticity & intensity Victim blaming narratives Sexual harms & reporting Accessing support services Positive & balanced relationships of the future <p>Individual Liberty: Encourages pupils to take responsibility for their own health and wellbeing.</p> <p>Rule of Law: Educates pupils about legal obligations and rights concerning health choices, such as vaccination.</p> <p>Mutual Respect: Promotes understanding of the importance of responsible sexual behaviour and respect for partners' health.</p> |
| Michaelmas 2 Living in the wider world | Next steps <ul style="list-style-type: none"> Application processes Future opportunities and career development Maintaining a | <ul style="list-style-type: none"> how to evaluate strengths, skills and interests in relation to future opportunities and career development about the implications of the global market for future choices in education and employment how to identify appropriate 'next steps' post-18, such as higher education, further training or apprenticeships, and gap year opportunities about application processes, including how to | <ul style="list-style-type: none"> Break out Monday 11th of November - Upper Sixth Form (catch up from seeing them in July) Topic Drugs Break out nurses – looking after yourself (reminder of the get it scheme) <p>Rule of Law: Teaches pupils about fair and transparent application processes and ethical practices in job seeking.</p> <p>Individual Liberty: Empowers pupils with skills to</p> |

| | | | |
|---|--|--|---|
| | <p>positive professional identity</p> <p>PoS refs: L3, L4, L5, L6, L20, L21, L22, L23, H1</p> <p>(delivered in Wednesday PM)</p> | <p>write a concise and compelling personal statement, effectively refine and tailor a CV and prepare for interviews</p> <ul style="list-style-type: none"> • how to build and maintain a positive professional identity and online presence • that creating and sharing content online can contribute to, or challenge, a positive online presence • how to effectively challenge online content that adversely affects personal or professional reputation • how social media can expand, limit or distort perspectives • how to set and maintain boundaries around personal privacy • how to manage online safety in all its forms, including seeking help when appropriate | <p>present themselves authentically and effectively in applications.</p> <p>Mutual Respect: Promotes understanding of diverse perspectives and encourages respectful engagement on social media.</p> |
| <p>Lent 1 Living in the wider world</p> | <p>Financial choices</p> <ul style="list-style-type: none"> • Managing money • Financial contracts • Budgeting • Saving • Debt • Influences on financial choices <p>(delivered by LR, online course on financial management)</p> <p>PoS refs: L13, L14, L15, L16, L17, L18, L19, L24, H1</p> | <ul style="list-style-type: none"> • how to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) • about salary deductions, including taxation, national insurance, pupil loan repayments and pensions, and how to manage these • how to evaluate savings options • about consumer rights, how to resolve disputes and access support • how to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice • how to evaluate the potential gains and risks of different debt arrangements and repayment implications • about the risks involved in different financial ventures, | <p>Rule of Law: Teaches pupils about legal frameworks governing salary deductions and financial responsibilities as taxpayers.</p> <p>Mutual Respect: Encourages respect for societal contributions through taxation and responsible financial planning.</p> <p>Individual Liberty: Empowers pupils to assess savings options based on their financial goals and values.</p> |

| | | | |
|--------|--|--|--|
| | | <p>including illegal schemes (e.g. illegal money transfers)</p> <ul style="list-style-type: none"> • how to critically assess different media sources • how to critically evaluate online content and recognise propaganda, manipulation, biased or misleading information | |
| Lent 2 | <p>Preparing for next steps: Transition support</p> | <ul style="list-style-type: none"> • Cooking • Prioritisation • Transition preparation • Nurses session on sexual health • LinkedIn | <p>Rule of Law: Educating pupils on their legal rights and responsibilities regarding sexual health.</p> <p>Mutual Respect: Creating a safe and respectful environment for discussing sensitive topics.</p> <p>Rule of Law: Teaching ethical behaviour and respect for professional standards on social media platforms.</p> <p>Mutual Respect: Promoting respectful and professional interactions with diverse professionals on LinkedIn.</p> |