



# PSHE Policy

## 2023-2024

**Author:**

L Garwood, Senior Teacher (Pastoral & PSHE)

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**MORE  
HOUSE  
SCHOOL**

KNIGHTSBRIDGE

# Contents

<b>Contents</b>	<b>2</b>
<b>1. Policy Statement</b>	<b>3</b>
<b>2. Statutory requirements</b>	<b>3</b>
<b>3. List of related policies:</b>	<b>3</b>
<b>4. Roles and Responsibilities</b>	<b>3</b>
4.1 The Governing Board	3
4.2 The Head	3
4.3 The Deputy Head Pastoral and the Senior Teacher Pastoral and PSHE	4
4.4 The SENCO	4
4.5 Staff	4
4.6 Pupils	4
<b>5. Content and Delivery</b>	<b>4</b>
5.1 Programme of Study	5
5.2 Planning and Delivery	5
5.3 Monitoring and Assessment	6
<b>Appendix 1 - PSHE Planning Document 2023 - 2024</b>	<b>7</b>
<b>Appendix 2 - PSHE Curriculum Plan</b>	<b>8</b>

# 1. Policy Statement

At More House School, we have high expectations of our students and strive to ensure that pupils achieve academically, socially and personally through our School ethos of mutual respect and tolerance.

Our PSHE programme is rooted in our School values and aims to provide pupils with the concepts, skills and understanding to make informed decisions with regard to their present and future lifestyles. Our aim is for every pupil to develop a positive sense of self, be given opportunities to make informed choices for themselves, develop awareness of issues relating to the world they live in and become more active citizens.

As a Catholic School and faith community we encourage all pupils to respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.

As part of the PSHE programme we hope that pupils develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it. We endeavour to ensure that our pupils value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#), and
- We must teach health education under the same statutory guidance.

## 3. List of related policies:

- Section C1 - Safeguarding and Child Protection Policy
- Section C2 - Guidelines and List of Form Tutors and PPTs
- Section C2 - RSE Policy

## 4. Roles and Responsibilities

### 4.1 The Governing Board

The Governing Board will approve the PSHE policy and hold the Head to account for its implementation.

## 4.2 The Head

The Head is responsible for ensuring that PSHE is taught consistently across the School. She is tasked with supporting the Deputy Head Pastoral and the Senior Teacher (Pastoral and PSHE) in his/her duties, and has overall responsibility for the management of the School, including pastoral care.

## 4.3 The Deputy Head Pastoral and the Senior Teacher Pastoral and PSHE

The Deputy Head Pastoral and the Senior Teacher PSHE and Pastoral have overall responsibility for the PSHE programme.

**The Deputy Head Pastoral** will organise the assembly programme to deliver further age appropriate PSHE content. Pupils are given the opportunity to discuss the topics covered each week in form time.

**The Senior Teacher (Pastoral and PSHE)** will organise specialist speakers to come and talk to the pupils about topics such as Drugs and Alcohol and Consent. They will also be responsible for the creation and implementation of the PSHE programme for KS3, KS4 and KS5.

## 4.4 The SENCO

The SENCO works closely with the PSHE department in a consultancy role, reviewing and assisting in the adaptation of SOW, lesson plans and resources with a view to the learning needs of SEN pupils.

## 4.5 Staff

Successful implementation of PSHE requires a whole-school approach. All teachers have a responsibility of care, as well as fostering academic progress. They will actively contribute to the spiritual, moral, social and cultural development of their pupils.

## 4.6 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

# 5. Content and Delivery

The key to the delivery is the sharing of ideas, opinions and values in order to equip pupils with the ability to make informed decisions in a variety of situations. Every pupil is given equal opportunity, regardless of age, ability, ethnic or home background or religion, to explore their feelings and attitudes, to clarify values and to discuss sensitive issues in an environment of trust and acceptance.

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and

how we decide on what to teach, in this subject. This policy is accessible on the School website.

For other aspects of PSHE, including health education, see the attached curriculum map (Appendix 2) for more details.

## 5.1 Programme of Study

Having hosted a student consultation - for all year groups - in the Spring term of 2022, we have built a bespoke curriculum tailored to the needs and lives of our students. The programme takes as its basis the three core themes suggested by the PSHE association (<https://www.pshe-association.org.uk>):

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

These topics embrace current legislation regarding the Prevent Duty in promoting Fundamental British Values and teaching pupils to manage risk, resist pressure, make safer choices and seek help if necessary.

Dedicated and trained PSHE teachers, overseen by the Senior Teacher (Pastoral and PSHE), are responsible for the planning and delivery of the PSHE programme in weekly, hour long lessons.

Teachers are responsible for:

- Delivering PSHE in a sensitive way;
- Modelling positive attitudes to PSHE;
- Monitoring the progress of students, and
- Responding to the needs of individual students

All PSHE content is delivered at an age and developmentally appropriate level and builds on the three areas listed above, year on year.

## 5.2 Planning and Delivery

PSHE is a timetabled lesson, delivered once a week for one hour. It is delivered by a fully trained, committed and passionate team of existing subject teachers. PSHE is taught through a mixture of discussion, reading (articles), watching (videos and presentations) and some writing (responding to what has been read, discussed and viewed by answering questions or articulating a personal viewpoint).

Elements of PSHE are also reinforced through the assembly programme, guest speakers, drop down days and themed weeks, as well as being embedded in our academic curriculum.

The opportunity for discussion of each assembly topic is encouraged during form time with Form Tutors.

The themed weeks which run throughout the academic year include PSHE topics such as careers and future pathways, wellbeing and financial responsibility.

Pupils who we feel require further support or information on specific aspects of the PSHE curriculum will meet in small groups to ensure that they are fully equipped to deal with the challenges they may face.

Each PSHE lesson is planned and tailored to the needs of our students. All lessons are in

line with our long-term PSHE scheme of work and underpinned by the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us. The SENCO is also consulted regularly with a view to the learning needs of SEN pupils.

### **5.3 Monitoring and Assessment**

The Senior Teacher (Pastoral and PSHE) will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupil work at regular intervals.

The PSHE Department has a scheduled meeting on the Staff Day before the start of each term where arrangements for the teaching of each topic to be covered are discussed. The topics have been set for the year based on an annual review, carried out by the Deputy Head Pastoral and the Senior Teacher (Pastoral and PSHE). This review aims to ensure a full range of material is being covered which is relevant to the age group of the pupils in line with present legislation.

Further to this, the PSHE Department also has fortnightly meetings at which matters pertaining to the PSHE programme are discussed and concerns relating to groups or individual pupils are addressed.

Assessment in PSHE is based on the ipsative structure, where progress will be measured against students' baseline understanding and where they are at the end of the unit.

#### **Baseline Assessment**

PSHE covers issues and areas of life which young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on students' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. As students' learning in topics will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place.

#### **Summative Assessment**

This assessment is undertaken throughout the unit/topic and monitored by the teaching staff. Class teachers will use this type of assessment to monitor understanding on a lesson by lesson basis.

#### **Formative Assessment**

This assessment is undertaken at the end of the unit/topic and compared against students' baseline data. It will be reviewed at PSHE department meetings to ensure timely intervention and support can be given as appropriate.

# Appendix 1 - PSHE Planning Document 2023 - 2024

PSHE is split into three themes (see below), the planning document follows these themes - each theme is colour coded for ease of identification in the SOW.

Health and Wellbeing - Life Beyond School, Mental Health, Puberty, Hygiene

Living in the Wider World - Life Beyond School, Study Skills, Careers, Rights Responsibilities and British Values

Relationships - Celebrating Diversity and Equality (including LGBT+), Healthy and Unhealthy Relationships, Sexual Relationships, Consent

**Resources** - The curriculum is planned in a spiral (the three themes remain the same but more age appropriate content is added each year) - each topic gives a broad outline for that week (some weeks there may be two related topics to cover, resources can be found from the PSHE Association, Cre8tive (this Medium Term Plan is based on this), Ten Ten (For all RSE topics please ensure you are including the Catholic perspective - Ten Ten is very useful here - and other perspectives)

**Google Classroom (Evidence)** - You will be given a Google Classroom which will need to be populated with the resources/ written task each week. Many of the topics in PSHE are best taught with lots of discussion but we also need evidence of learning.

**Feedback & Assessment** - LAG will supply a start of year baseline assessment and the end of term assessment tasks for all years. For each lesson (topic) please carry out a baseline assessment and an end of lesson assessment (Cre8tive provides worksheets for each session which can be adapted to suit your needs).

Feedback can be individual comments on tasks or whole class feedback which girls then respond to in purple pen on their end of topic assessment. We will use a traffic light system to assess students' knowledge on each topic (Red - working towards, Amber - working at, Green - working beyond) - this tracking document will follow.

**Reporting** - PSHE will be a reported subject - the topic by topic assessments (Cre8tive Resources) will be beneficial when completing reports.

**Parents Meetings** - As an academic subject PSHE teachers will be expected to attend parent/ teacher evenings.

## Appendix 2 - PSHE Curriculum Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		7 weeks	5 weeks	5 weeks	6 weeks	5 weeks	5 weeks
KS3	Year 7 Week 1	<b>Ground Rules</b>  <i>Baseline Assessment</i>  <b>Transition to Secondary School</b> An introduction to PSHE at More House - what to expect/ what we will study	<b>Managing friendships and Relationships</b>  <b>What makes a good friend?</b>  <i>(RSE: T2 Respectful Relationships incl Friendships)</i>  <i>(Statutory Health: T1 Mental Wellbeing)</i>	<b>Politics and Parliament</b>  <b>Why is politics important?</b>  <b>How is our country run?</b>	<b>Health and puberty</b>  <b>An introduction to puberty</b>  <i>(Statutory Health: T8 Changing Adolescent Body)</i>  <b>Periods</b>  <i>(Statutory Health: T8 Changing Adolescent Body)</i>	<b>Staying Safe</b>  <b>Why not join a Gang?</b>	Exam week
	Week 2	<b>Celebrating Diversity and Equality</b>  What is your identity?  Nature v Nurture	<b>Consent and boundaries ***</b>  <i>(RSE: T4 Being Safe)</i>	<b>Setting up a party and campaigning</b>	<b>Personal Hygiene</b>  <i>(Statutory Health: T6 Health and Prevention)</i>	<b>Drugs - Nicotine &amp; Alcohol</b>  <i>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</i>	Park School



	Week 3	<b>Online Safety</b>  <b>Social Networking</b>  <b>Online Gaming Platforms</b>  <i>(RSE: T3 Online and Media)</i>  <i>(Statutory Health: T2 Internet Safety and Harmful Behaviour)</i>	<b>Respect and Relationships ***</b>  <i>(RSE T2 Respectful Relationships incl Friendships)</i>	<b>Big Debates and Exploring Parliament</b>	<b>Assertiveness , consent and hormones</b>  <i>(Statutory Health: T8 Changing Adolescent Body)</i>	<b>Drugs - E-cigs, vaping, energy drinks and caffeine</b>  <i>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</i>	<b>What is Your Community</b>  <b>Transition Points in Your Life</b>  <i>(RSE T2 Respectful Relationships incl Friendships)</i>
	Week 4	<b>Study Skills</b>	<b>Being positive and raising self esteem</b>  <i>(RSE: T1 Families)</i>	<b>Careers and your Future</b>  <i>(Statutory Health: T6 Health and Prevention)</i>	<b>Self-esteem and Empowerment</b>  <i>(Statutory Health: T8 Changing Adolescent Body)</i>	<b>Study Skills</b>	<b>Activities Week</b>
	Week 5	<b>Study Skills</b>	<b>Peer pressure and Influence</b>  <i>(RSE: T1 Families)</i>  <b>End of term</b>	<b>Financial Education</b>	<b>FGM</b>  <i>(RSE: T4 Being Safe)</i>  NB: The resources for this lesson are from the PSHE Association	<b>R4 Study Skills</b>	<b>End of Term</b>

			Assessment				
	Week 6	<p>The Equality Act</p> <p>Breaking Down Stereotypes - Gender/ Age</p> <p>(RSE: T2 Respectful Relationships incl Friendships)</p>			<p>The importance of sleep</p> <p>(Statutory Health: T6 Health and Prevention)</p> <p>End of term Assessment</p>		
	Week 7	<p>Multicultural Britain / Challenging Islamophobia</p> <p>(RSE: T2 Respectful Relationships incl Friendships)</p>					
	Year 8 Week 1	<p>Ground Rules</p> <p>Baseline Assessment</p> <p>Proud to be Me</p>	<p>What is LGBT+?</p> <p>Homophobia and LGBT+</p>	City School (1)	<p>What is RSE?</p> <p>(RSE: T3 Online and Media)</p> <p>Sexual Orientation</p>	<p>Positive Body Image</p> <p>(RSE: T3 Online and Media)</p> <p>(Statutory Health: T2</p>	Exam week

					(RSE: T1 Families)	Internet Safety and Harmful Behaviour)	
	Week 2	Boosting Self Esteem	How to provide support (LGBT+ focus)	Careers, Interests and jobs	What is gender identity?  (RSE: T1 Families)	Healthy Eating  (Statutory Health: T6 Health and Prevention)  (RSE: T4 Being Safe)	County Lines: What is it? (Gang culture)  Who is at risk?
	Week 3	Health and Wellbeing  (Statutory Health: T1 Mental Wellbeing)	Challenging Homophobia	Exploring Careers  What is my dream job?!	Dealing with conflict  Healthy, Respectful Relationships  (RSE: T5 Intimate Relationships and Sexual Health)	Substance Misuse  Drugs - Alcohol and society  (Statutory Health: T5 Drugs, Alcohol and Tobacco)	Grooming and child Sexual Exploitation  (RSE: T1 Families)  (RSE: T3 Online and Media)  (Statutory Health: T2 Internet Safety and Harmful Behaviour)
	Week 4	Child Abuse (Physical,	Gender Dysphoria	Criminal, laws and	What is love?	R4 Study Skills	Activities Week

		<b>Emotional and Neglect)</b>  <i>(RSE: T2 Respectful Relationships incl Friendships)</i>	<b>and Transphobia</b>	<b>society</b>	<i>(RSE: T5 Intimate Relationships and Sexual Health)</i>		
	<b>Week 5</b>	<b>Types of Bullying and Responding to Bullying</b>  <i>(RSE: T2 Respectful Relationships incl Friendships)</i>	<b>LGBT+ (Coming Out)</b>  <b>Support and where to seek help</b>  <i>End of term Assessment</i>	<b>How are laws made in society?</b>  <b>Prison, Reform and Punishment</b>	<b>An introduction to contraception</b>  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	<b>R4 Study Skills</b>	<b>End of Term</b>
	<b>Week 6</b>	<b>Cyberbullying and Online Safety</b>  <i>(RSE: T3 Online and Media)</i> <i>(Statutory Health: T2 Internet Safety and Harmful Behaviour)</i>			<b>Periods and the Menstrual Cycle</b>  <i>(Statutory Health: T8 Changing Adolescent Body)</i>  <i>End of term Assessment</i>		

	Week 7	<b>What is Mental Health</b>  <i>(Statutory Health: T1 Mental Wellbeing)</i>					
	Year 9 Week 1	<b>Ground Rules</b>  <b>Baseline Assessment</b>  <b>Failure to Success (Resilience)</b>	<b>FGM and The Law</b>  <i>(RSE: T4 Being Safe)</i>	<b>Relationships and Partners ***</b>  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	<b>HBT (Homophobic , biphobic &amp; transphobic): Bullying in all its Forms</b>  <i>(RSE: T1 Families)</i>	<b>An Introduction to Drugs Education</b>  <i>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</i>	Exam week
	Week 2	<b>The Importance of Happiness</b>  <i>(Statutory Health: T1 Mental Wellbeing)</i>	<b>Sexual Consent and Law ***</b>  <i>(RSE: T4 Being Safe)</i>	<b>What are STIs</b>  <b>Treating STIs (Clinics)</b>  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	<b>Employment and Financial Management</b>  <b>The Importance of Saving Money</b>	<b>Drugs and their Classification s</b>  <i>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</i>	<b>Volatile Substance Abuse</b>  <b>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</b>
	Week 3	<b>Anger Management</b>	<b>Pleasure and Masturbation</b>	<b>Contraception Facts</b>	<b>Conspiracy and Fake News</b>	<b>Drugs: Cannabis Products/</b>	<b>Different Types of Addictions</b>

		<i>(RSE T2 Respectful Relationships incl Friendships)</i>	<i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	<i>(RSE: T5 Intimate Relationships and Sexual Health)</i>		Party Drugs (illegal drugs)  <i>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</i>	<i>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</i>
	Week 4	How Self Esteem Changes  <i>(Statutory Health: T1 Mental Wellbeing)</i>	Delaying Sexual Pleasure  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	Sexual Harrassment ***  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	Extremism in all its forms	Study Skills	Activities Week
	Week 5	Social Media and Online Stress (FOMO)  <i>(Statutory Health: T2 Internet Safety and Harmful Behaviour)</i>	Why have sex?  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>  <i>End of Term Assessment</i>	HIV/ AIDS - discrimination & prejudice  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	What are British Values?	Study Skills	End of Term
	Week 6	Media and Airbrushing (unrealistic body image)  <i>(Statutory Health: T2</i>			How does Counter Terrorism work?  <i>End of term Assessment</i>		

		<i>Internet Safety and Harmful Behaviour)</i>  <i>(RSE: T3 Online and Media)</i>					
	Week 7	<b>First Aid (CPR)</b>  <i>(Statutory Health: T7 First Aid)</i>					
KS4	Year 10 Week 1	<b>Ground Rules</b>  <b>Baseline Assessment</b>  <b>Common Types of Mental ill Health - Anxiety, Stress, Depression</b>  <i>(Statutory Health: T1 Mental Wellbeing)</i>	<b>Child Sexual Exploitation</b>  <i>(RSE T2 Respectful Relationships incl Friendships)</i>	<b>Sexualistaion of the media</b>  <i>(RSE: T3 Online and Media)</i>	Human Rights	Consumer Protection and Rights	Exam week
	Week 2	<b>Promoting Emotional Wellbeing</b>	<b>FGM</b>  <i>(RSE: T4</i>	<b>Online Pornography</b>	Modern Day Slavery	Rights and Responsibiliti es	What is a cult?

		(Statutory Health: T1 Mental Wellbeing)	Being Safe)	(RSE: T3 Online and Media)  (Statutory Health: T2 Internet Safety and Harmful Behaviour)	(RSE: T1 Families)		
	Week 3	Self Harm (Causes and Support)	Honour Based Violence  (RSE: T1 Families)	Domestic Abuse and Domestic Violence ***  (RSE: T1 Families)	Women's Rights	Employment Rights	Balancing Human Rights
	Week 4	Suicide (Thoughts and Feelings)	Forced Marriage, Breast ironing & Flattening  (RSE: T4 Being Safe)	Unhealthy Relationships - Sexual Assault and Rape ***  (RSE: T5 Intimate Relationships and Sexual Health)	Me too, Everyone's Invited, Times Up Movement	Study Skills	Activities Week
	Week 5	Social Media Validation  (Statutory Health: T2 Internet Safety and	Sexting  (RSE: T3 Online and Media)  (Statutory	Porn - and its impact on Society  (RSE: T5 Intimate Relationships	LGBT+ and British Values	Study Skills	End of Term



		Harmful Behaviour)	Health: T2 Internet Safety and Harmful Behaviour)	and Sexual Health)			
			End of Term Assessment				
	Week 6	The Instagram Generation (It's OK to feel down)  (Statutory Health: T2 Internet Safety and Harmful Behaviour)			Critical Thinking and Fake News  End of Term Assessment		
	Week 7	Keeping Your Data Safe  (Statutory Health: T2 Internet Safety and Harmful Behaviour)  (RSE: T3 Online and Media)					
	Year 11	Ground Rules	Revisiting	Mock Exams	Abortion	Dealing with	

	<b>Week 1</b>	<b>Baseline Assessment</b>  <b>Time Management - Technology</b>  <i>(Statutory Health: T2 Internet Safety and Harmful Behaviour)</i>	<b>Contraception</b>  <i>(RSE:nrr T5 Intimate Relationships and Sexual Health)</i>		<i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	<b>Exam Stress and Anxiety</b>	
	<b>Week 2</b>	<b>Social Media Validation v Reality</b>  <i>(Statutory Health: T2 Internet Safety and Harmful Behaviour)</i>	<b>Fertility: What Impacts it?</b>  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	<b>Mock Exams</b>	<b>Physical Health - Cancer (Cervical and Breast)</b>  <i>(Statutory Health: T6 Health and Prevention)</i>	<b>Revision</b>	
	<b>Week 3</b>	<b>Virtual Reality, Live Streaming, Online Gaming</b>  <i>(Statutory Health: T2 Internet Safety and Harmful Behaviour)</i>	<b>Respect, Love and Relationships ***</b>	<b>RSE Love and Abuse</b>  <i>(RSE: T1 Families)</i>	<b>Drugs - Substance Addiction</b>  <i>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</i>	<b>Revision</b>	

	Week 4	<b>Online Reputation and Digital Footprints</b>  <i>(Statutory Health: T2 Internet Safety and Harmful Behaviour)</i>	Study Skills	<b>Revisiting STI's</b>  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	<b>Drugs - New Psychoactive Substances (Old legal Highs)</b>  <i>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</i>	Exam Leave	
	Week 5	<b>Peer on Peer Abuse ***</b>  <i>(RSE: T1 Families)</i>	Study Skills	<b>Teenage Pregnancy - Choices</b>  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>	<b>Drugs - Festivals and Nitrous Oxide</b>  <i>(Statutory Health: T5 Drugs, Alcohol and Tobacco)</i>	Exam Leave	
	Week 6	<b>Alcohol, parties and Bad Choices</b>  <i>(RSE: T5 Intimate Relationships and Sexual Health)</i>					
	Week 7	<b>The Importance of Sexual Health</b>  <i>(RSE: T5</i>					

		<i>Intimate Relationships and Sexual Health)</i>					
KS5	Year 12	Post 16 options explored Planning for the future Personal Branding Writing a Personal Statement Creating a CV Preparing for an Interview	Alcohol Safety Substance misuse Drugs and their effects Synthetic Cannabinoids LSD Explored MDMA & Ecstasy Explored	Consent *** Consent *** Consent *** Diversity and Equality in the UK Managing Anger and Frustrations Medical ethics and blood donations	Dealing with Depression Stress and Exam Performance Dealing with Anxiety Sleep hygiene & mental Health Fears Phobias and Anxiety Resilience and Growing Up	Exploring Health & Wellbeing Cholesterol levels and healthy consumption Vaccinations and Immunity Healthy Eating Habits Exploring Eating Disorders Managing Stress in Daily Situations and School	Taxes and the UK Banks, Building Societies and Money Types of employment P45 and P60 Different Types of Debt Income and State Benefits Types of Insurance and Assurance
	Year 13	Choosing UCAS courses Choosing UCAS courses UCAS Personal Statements UCAS Personal Statements Creating a CV Preparing for an Interview	Porn and its Impact Fertility and what Impacts it Alcohol and Bad Choices Importance of Sexual Health Revisiting Contraception Revisiting STI's	Mocks Mocks Causes of Mental Health Importance of Physical Health & Exercise Stress and Life Events Striking a Balance in Life	Drug Classifications Festivals, Drugs and Nitrous Oxide Cannabis Products Explored The War on Drugs New Psychoactive Substances GHB - The	Payment Methods in the UK Managing a Household Budget Borrowing Money and the Risks Value for Money Going Abroad & Foreign Currency	EXAMS

					Date Rape Drug	Inflation and Our Pockets	
Extra bits	Study Skills Workshops						
	Growth Mindset						
	Police Talks: Consent Prevent						
	Copafeel						
	Mental Health Talk						

\*\*Following data from the questionnaire LAG led a discussion with some Y13 students where it was disclosed that HSB exists between girls and the boundaries are more blurred. Action: teachers to add discussions across the year groups to address this during topics where consent is discussed.