



Context and Rationale

This policy covers our college approach to PSHE, RSE and Careers. A compulsory Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE) programme for all students in Years 7-14 has been designed to reflect the aims and ethos of the college as a whole. It promotes wellbeing and supports both the academic and personal development of our students whilst creating an environment where students feel comfortable in their PSHE, RSE and Careers education and can progress both as learners and in their character development.

Aims and Objectives

Our student body represents a cross-section of cultural and social backgrounds, and during PSHE and in college life we foster an atmosphere of tolerance, inclusion and mutual respect. We pride ourselves on these qualities, which are taught to all our students both in and out of the classroom, with equal opportunities for all regardless of age, gender, race, religion, disability, or any other protected characteristic as set out in the Equality Act 2010. By providing students with the knowledge, understanding, skills and attitudes to make informed decisions about their lives, they develop as individuals and are prepared for the opportunities and responsibilities of adulthood. With the Department of Education requirement for all schools/colleges to actively promote Fundamental British Values - democracy; the rule of law; individual liberty; and mutual respect and tolerance - students will acquire a wider understanding of British values, culture and systems.

At all levels students are supported and encouraged to:

- take responsibility
- develop respect for their peers, the college and community
- feel positive about themselves
- develop healthy relationships
- make choices and decisions
- meet and work with other people
- consider social and moral dilemmas
- find information and advice
- prepare for change
- develop study and communication skills
- receive information and advice about careers

Teaching and Staff Training

The programme of PSHE, RSE and Careers in the Lower School will be led and taught by the Director of Studies for PSHE and Careers. The careers programme in the Sixth Form will be led by the Academic Director, Sixth Form Careers Lead. Teachers responsible for delivering PSHE, RSE and Careers will receive training through a variety of sources such as the PSHE Association. Staff will be expected to employ the principles of Quality First Teaching (QFT) to ensure lessons are taught in a way that is inclusive to all students, especially those identified as SEND who may be more vulnerable to the effects of misinformation. Due to the small class sizes at the college, staff have a thorough knowledge of student needs and will ensure that lessons are taught in a way that allows all students to access the content. This will include, but is not limited to, differentiated material; time in lessons for students to process and reflect what has been delivered; and targeted questioning to informally and formally assess student knowledge.

Entitlement and Equality of Opportunity

This policy has been written in line with the college's equality policies. All staff and students are treated equally regardless of their sex, gender identity, pregnancy, race, educational needs, religion, disability, sexual orientation, nationality, ethnic or national origin, or social background. We are sensitive to the different needs of individual students and the curriculum may evolve as the student cohort changes.

At all times we aim to ensure the present and future wellbeing of students and to meet their learning needs. It is also crucial that lessons help students to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, use of prejudice-based language and how to respond and ask for help, including online. We teach in one of the most ethnically diverse countries in the world and in a class we may have students from a wide variety of cultures and faiths. These cultures and faiths can hold strong views about cultural norms and judiciary processes. It is essential that we are sensitive to these views whilst ensuring that students have access to the learning they need to stay safe, healthy and understand their rights and the rights of others as individuals. Lessons will cater for all students and will be respectful of how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.

Creating a Safe and Supporting Learning Environment

A safe and supportive learning environment is created by establishing ground rules in each context for the delivery of subject material. Staff delivering RSE and PSHE will ensure that students who indicate they may be at risk receive the necessary support by liaising with the appropriate pastoral team member and adhering to the Child Protection and Safeguarding Policy. If a student makes a disclosure this will be supported by the DSL or ADSL. The Visiting Speakers Policy will be followed so that for vetting purposes all external visitors will be required to share their material with the Director of Studies for PSHE and Careers.

RSE and PSHE often draw on real-life experiences and it explores a range of issues that may provoke questions and emotions from students. This is a positive sign that they are engaging with the topic

under discussion and demonstrating curiosity. As far as possible, where a question is relevant to the whole class, it will be answered to the group. It may be necessary to deal with a particular question outside class if it is not suitable for the whole group. Questions will be answered as appropriate to age and developmental stage. We subscribe to the distancing approach to delivery of PSHE lessons. Any staff member leading the group will not be expected to answer personal questions about themselves or ask personal questions to anyone in the lesson, especially if it makes a student vulnerable or uncomfortable. An open approach to answering questions prevents students from learning inaccurate or harmful information from their peers, older students or online. It can also help to reduce the stigma and shame that may be associated with some topics. We believe that our students are better protected from harm and abuse when they are able to discuss issues openly in a safe environment with trained and knowledgeable staff.

Delivery

When planning for this subject we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014. We are also mindful of the religious and cultural backgrounds of our students when planning and teaching PSHE and RSE. The content is delivered at the appropriate age and development stage, taking into account the needs of those students with SEND. When we consider it appropriate to teach students about LGBT issues, we ensure that this content is fully integrated into the programmes of study rather than a standalone unit or lesson so that all students are taught LGBT content as part of the curriculum.

We understand that students will bring differing levels of knowledge and understanding to any issue explored through RSE and PSHE education. Prior knowledge is determined by high-quality questioning and formative assessment. Teaching methods include relevant questioning, research, role play and group discussion. RSE and PSHE lessons and off -timetable days aim to develop an atmosphere of community and acceptance.

Lower School: PSHE and RSE education in the lower school takes place as weekly one hour lessons for each year group. Years 7 and 8 complete a BTEC Personal Growth and Wellbeing qualification and follow the PSHE curriculum concurrently. Years 9, 10 and 11 follow the Jigsaw programme of study adapted to meet the needs of our students where appropriate. Efforts are made to coincide with national campaigns and events, e.g. National Anti-Bullying Week. Each term we focus on one national campaign. Our PSHE, RSE and Careers education provision is mapped and planned effectively to provide a series of recurring themes, each lasting around half a term, which students experience every year. At each encounter, the level of demand increases and learning is progressively deepened. Our provision is further enriched by college trips, assemblies, learning and activities within the community and guest speakers.

Assessment, progress and evaluation of RSE and PSHE provision is carried out informally through teacher observation and feedback on classwork and by more formal assessments through the Jigsaw programme. Students' work and personal notes are collected in books and feedback given. . Meetings between personal tutors, the pastoral team and senior leadership team allow for feedback on the syllabus and the opportunity to share ideas. Students' overall progress is evaluated in academic reports, which are read by parents/guardians, students, Head of Lower School and the

Principal. The voice of the student is sought through class discussions, questionnaires and the student voice.

BTEC Personal Growth and Wellbeing

In addition to the Jigsaw programme of study we continue to promote the personal development of our students. We evidence this learning and progress through the BTEC Level 1 Personal Growth and Wellbeing programme for students in Years 7 and 8. This gives the opportunity to gain a qualification and offers cross curriculum links to other subjects e.g. sports, science and sustainability. The format of the BTEC will prepare the students for a more formal assessment route prior to their GCSEs.

Further information on the BTEC can be found [here](#).

Sixth Form: PSHE in the Sixth Form builds upon the strengths fostered within the Lower School. We deliver the PSHE curriculum through 'off timetable days' which are presented by external speakers and key adults from within the college. The experiences are designed to promote a wide variety of issues and themes ranging from relationships and sex education, drugs education, raising awareness of online safety, healthy lifestyles and emotional wellbeing. Following such sessions, students can meet with the pastoral team to discuss and reflect on the topics covered when appropriate and also have the opportunity to discuss such issues with their personal tutor and subject tutors as appropriate. Personal tutors meet regularly with students individually or in small groups to discuss issues they may not wish to raise during designated time and support a wide variety of individualised issues or guide them to where support and further information are available.

Cross-curricular links and delivery in other lessons

Explicit links made between subjects and PSHE/RSE aims are integrated across the curriculum. In all classes the values of respect, good teamwork, individuality and personal responsibility are encouraged.

RSE is delivered primarily through PSHE and science lessons. Science will teach about conception and some elements of contraception; PSHE will explore what lifestyle choices young people may wish to make and, having made those choices, what language, strategies and skills they need to stay healthy and safe. Links will be made with the ICT curriculum so that students recognise ways they could put their emotional and physical wellbeing, safety and personal reputation at risk through the use of technology.

The risks and the law related to sharing and downloading images, and safe ways of sharing information, social networking, online dating and sharing images will be discussed. Aspects of relationships within a moral and ethical framework may be covered in other subjects.

PSHE is supported in many ways throughout the curriculum. Presentation and performance skills are taught in Music, History and Drama amongst others. Work on healthy eating and sun protection in Science directs each student to be healthy and stay safe. Media Studies supports many objectives of citizenship as students are encouraged to take a well-informed and critical view of domestic and world events, and they study the effect of the media on health and the reporting of crime. Literature studied in English stimulates reflection upon philosophical and cultural issues such as tolerance,

diversity, respect and spirituality. Geography allows students to explore different countries and compare their political, cultural and religious practices with those in Britain. The study of both British and global historical events in History demonstrates the basis on which British institutions were founded.

Extra-curricular links and delivery outside the classroom:

Elements of the PSHE programme are supported during students' experiences through extra curricular activities and trips. The varied programme of clubs and other extracurricular opportunities respond to the needs and requests of students. Many support and develop knowledge and skills initially delivered in PSHE and offer further opportunities for active citizenship. Examples include National Citizen Service, sports clubs and competitions, The Duke of Edinburgh award, boarding activities or joining a group supporting equality, diversity and inclusion.

Votes for Schools

Votes for Schools is an award-winning weekly current affairs platform, which is delivered to all students. It supports discussions on challenging topical issues, empowering our students to have their voices heard by voting and commenting on a key question relating to political and social issues. Through weekly debating and voting, not only are our students learning about the world around them, they are becoming prepared for participating in our democratic processes as they learn about themselves and others. Votes for Schools supports effective delivery of the personal development curriculum through SMSC (social, moral, spiritual and cultural) and British values.

Definition of relationships and sex education (from the Sex Education Forum)

"We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships, including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health."

Relationships and Sex Education (RSE)

RSE equips students with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and wellbeing. We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex, as well as reducing harmful behaviour, including sexual harassment and sexual violence. As part of the college ethos we foster respect, challenge prejudice and develop imaginative and informed attitudes whilst developing students who are able to think critically, creatively and independently.

Careers Education and Work Experience

The college recognises that all young people need a planned programme of activities to aid their decision-making and help them plan for the future. We also recognise the statutory right of all students to receive impartial careers education and confidential guidance.

In the Sixth Form, there are drop-down days are devoted to careers, with students receiving guidance and support from their personal tutors when considering future career paths and choices. While it remains the case that most sixth formers attend the college with the aim of securing a place at their chosen university, the college is careful to ensure that advice about different career routes is also offered.

The college offers a planned programme of careers education, information and guidance for all students which is appropriate to their age, stage, ability and educational needs. This guidance is provided through a range of different events and activities. We are particularly keen to challenge gender or cultural stereotypes when it comes to presenting particular career paths to students. We use the Unifrog platform and the Gatsby Framework within the college to support students to make the best choices about their future.

All teaching staff make a contribution to careers education and guidance through their roles as subject teachers. The planning of activities is based on students' choices and the evaluation of activities provides guidance for future activities. A significant contribution is made by personal tutors in their tutee meetings. UCAS counselling remains a core part of sixth form careers education and guidance with the Principal, Vice-Principal for College Futures, and Senior UCAS Team sharing oversight of this extensive process. Careers education and guidance includes supporting sixth-form students as they investigate university options, with in-school discussion of visits to university open days both before and after they take place.

As part of our careers programme we utilise the support of our partner organisations within Dukes Education (Dukes Careers Plus): The Law Portal, The Medic Portal, A List Education, Oxbridge Applications and InvestIn.

In the Lower School, careers forms part of PSHE curriculum and dedicated sessions and feature specific careers development. In the Lower School the PSHE programme from Jigsaw contains units that explicitly look at personal economic competence and understanding of the purpose and uses of money.

Students in Year 10 are actively encouraged to complete work experience placements; support and guidance is given for this, including briefing sessions. Year 10 will also utilise support from *Investin*.

In the Lower School careers education is overseen, as part of the PSHE programme, by the Director of Studies for PSHE and Careers. In sixth form the provision is overseen by the Academic Director, Sixth Form Careers Lead.

Involving Parents and Carers

We are committed to working with parents/carers, who play a key role in supporting the PSHE, RSE and Careers programme by discussing with their children at home topics that have been explored at school. We will offer support to parents and carers by setting up a meeting at the start of each year outlining our approach to PSHE, RSE and Careers. We will also consult with our parents/carers on the content of our RSE curriculum.

We engage with parents/carers through parents evenings, reports, newsletters, the sharing of policies and guest speaker visits for parental education. We will also communicate with

parents/carers regularly through lower school form tutors and sixth form personal tutors in the first instance. We encourage further discussion at home by setting the students tasks to be completed independently.

Parents/Carers have the right to withdraw their child from all or part of sex education lessons that are delivered as part of Relationships and Sex Education. However, they do not have the right to withdraw their child from the RSE element of the National Science Curriculum. Nor can they remove their child from the relationship education aspect of RSE as it is important that the students understand how relationships can develop and evolve. Parents are invited to contact the Principal, in writing, if they have any concerns or queries.

If parents request that their child is withdrawn from Sex Education, they will be invited into college for a discussion. Parents do not have to give their reasons for withdrawing their child, but should be made aware of the implications of removing them from lessons. A child will also have a right to opt into sex education from their 15th birthday, specifically three academic terms before they turn 16.

Parents and carers will be informed about the policy through email. The policy is also available on the college [website](#). If you require this policy in a different format please contact the College directly.

Monitoring and Policy Review

The PSHE policy will be monitored by the Director of Pastoral and Safeguarding, Director of Studies for PSHE, Vice Principal (Academic) and pastoral staff. The opinions of staff, students and parents will also inform future planning to ensure that the delivery of PSHE continues to meet the needs of our students. Policies will be reviewed in line with any new guidance from the Department for Education and local health and education authorities.

Links to other college policies and areas of the curriculum

This policy supports/complements the following policies:

Safeguarding and Child Protection

Visiting speakers

Equality Diversity & Inclusion

Fundamental British Values

Curriculum Policy and Guides

Legislation (statutory regulations and guidance)

This Policy complies with our statutory obligations to provide a Personal, Social, Health and Economic Education (PSHE) programme according to:

Education Act 2002,

Children and Social Work Act, 2017

Education and Inspections Act 2006

It also complies with our statutory obligations to deliver RSE under section 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationship Education Relationship and Sex Education and Health Education Guidance and other relevant guidance.

Documents that inform the school's RSE policy include:

RSE and Health Education (2019, updated 2021)

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

| Created/Updated | Author | Approved by | Date |
|------------------------|---------------|--------------------|----------------|
| September 2020 | ME/KF | AB | September 2020 |
| September 2021 | BG/DP | AB | September 2021 |
| September 2022 | HR/ MY | AB | September 2022 |
| September 2023 | KS/VH/MY | AB | September 2023 |

Appendix 1: Lower School PSHE, RSE and Careers PSHE.

| Year Group | Being Me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|------------|---|---|--|--|---|--|
| 7 | Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation | Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, peer on peer abuse, assertiveness | Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid | Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices | Characteristics of healthy relationships, consent, relationships and change, emotion within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting | Puberty changes, Reproduction facts, FGM, breast flattening/ ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support |
| 8 | Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage, Protected characteristics, Active listening | Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions stand up to bullying, the golden rule organ and blood donation | Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues | Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation | Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support | Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour |
| 9 | Perceptions about intimate relationships, consent, sexual exploitation, peer approval, peer on peer abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive | Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. | Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression | Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol, alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation, emergency situations, first aid, | Healthy relationships, Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, peer on peer abuse, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family | Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation |

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|-----------|--|--|--|---|---|---|
| | control | Prejudice, discrimination and stereotyping | | CPR, substances and safety, sources of advice and support | planning, consequences of unprotected sex, STIs, support and advice services | |
| 10 | <p>Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, peer on peer abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media</p> <p>Risk and emergency contacts</p> <p>Positive and negative relationships</p> | <p>Equality including in the workplace, in society, in relationships</p> <p>Equality Act 2010</p> <p>Vulnerable groups including disability and hidden disability</p> <p>Workplace expectations</p> <p>Rights and responsibilities</p> <p>Power and control in relationships, coercive control</p> <p>Benefits of multi-cultural societies, Equity, equality and inequality, My health</p> | <p>Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability</p> | <p>Improving health, mental health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, substances and the body, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics</p> <p>Organ donation</p> <p>Stem cells</p> | <p>Sustaining long-term relationships, intimacy, healthy relationship with self</p> <p>Attraction, love, lust</p> <p>Relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, peer on peer abuse, revenge porn, grief-cycle,</p> <p>Impact on family understanding love, fake news</p> <p>Pornography</p> | <p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, peer on peer abuse, physical and emotional changes, family change, sources of support</p> |
| 11 | <p>Becoming an adult. Age limits and the law Relationships and the law, consent, coercive control, peer on peer abuse, domestic abuse, honourbased, violence, arranged and forced marriages.</p> <p>The Equality Act 2010</p> <p>The law on internet use and pornography, Social media concerns, sexting</p> <p>Keeping safe, emergency situations, key advice, first aid,</p> | | <p>Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong</p> | <p>Managing anxiety and stress, exam pressure, concentration strategies, work- life balance, sexual health, hygiene, selfexamination, STIs, sexual pressure, fertility issues, contraception, consent, peer on peer abuse, pregnancy facts and myths, pregnancy choices including adoption, abortion, bringing up a baby, financial implications, identifying a range of risks including rape and strategies for staying safe</p> | <p>Stages of intimate relationships, positive and negative connotations of sex, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, 'coming out' challenges, LGBT+ media stereotypes, peer on peer abuse, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p> | |

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| | scenarios and consequences | | | Expectations in relationships | | |
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SIXTH FORM PSHE and RSE 2023/24

Students in the Sixth Form will participate in a series of talks and workshops covering key content of the PSHE and RSE Curriculum. These will take place during one enrichment day each term when timetabled lessons will be suspended. The dates for your diaries are as follows:

| Year 12 | Year 13/14 |
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| <p>2nd October 2023 Tip of the Iceberg - A drama performance and workshop with a focus on consent, pornography, toxic masculinity, coercive and controlling relationships, domestic violence, sexual assault & rape The Mizen Foundation - A workshop delivered by the parents of a child who was killed as a result of bullying and violence. The session focuses on bullying, consequences of actions, anger, forgiveness and personal responsibility.</p> | <p>4th October 2023 Tanya Adolph's session will focus on recognising when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing. My BNK will deliver a highly interactive session designed to get students thinking and caring about their finances, both now and in their short and long-term futures. Connect Futures are running a workshop around 'Fake News' where students are encouraged to question and critically engage on the topic of extremism within the context of news - both face to face and online, deepening knowledge of violence, extremism and exploitation.</p> |
| <p>5th December 2023 Mark Young will deliver a session on online safety. Looking specifically at effectively challenging online content and maintaining a positive professional online presence. School of Sexuality Education will be delivering 2 different workshops on identity and anatomy as a part of the Relationship and Sex education curriculum for Key stage 5.</p> | <p>7th December 2023 School of Sexuality Education will be delivering 3 different workshops to complete the curriculum of Relationships and Sex education in the sixth form. These will focus on consent, sexual violence and the media. .</p> |
| <p>17th January 2024 Ian Duxbury will deliver a session around maintaining work-life balance, including understanding the importance of continuing with regular exercise and sleep. Ben Wells will deliver a session on monitoring personal health and wellbeing and recognising illnesses that particularly affect young adults. Nick Hickmott from Substance Consultant UK will focus on understanding how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking</p> | <p>22nd January 2024 Resolveit will be running a workshop looking at personal safety and how to support friends when needed. St Giles Trust uses the lived experiences of presenters to run engaging sessions around county lines and grooming.</p> |
| <p>7th March 2024 Tanya Adolph will explore skills and strategies to effectively manage life transitions and starting to recognise signs of change in mental health and wellbeing and exploring strategies to build and maintain mental health. School of Sexuality Education will be delivering 2 different workshops on supporting healthy relationships and reproductive and sexual health.</p> | <p>-</p> |

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| <p>3rd May 2024</p> <p>Connect Futures - Workshop around Race, Privilege and Justice will allow students to gain an insight and overview of current issues related to racial justice in the UK and the role of history in our behaviours in and outside the classroom.</p> <p>Mark Young's session will explore how to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</p> <p>Darren Harris will be delivering a talk around overcoming adversity. He is an author, speaker and coach and reflects on his experiences as a paralympic blind footballer to speak about promoting inclusion.</p> | |
| <p>Year 12 will also have the opportunity to complete their First Aid certificate with their tutor group on days throughout the academic year.</p> | <p>Year 13 will be able to sign up and complete their First Aid certificate at 2 points throughout the year.</p> |

Appendix 2 - RIC Assessment Levels - PSHE/RSE

| Attainment against age related expectations | Knowledge and understanding of content | Application of skills and content learnt to self. | Application of skills and content learnt to others. |
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| Exceeding | You show excellent knowledge and understanding of the content taught in PSHE and RSE lessons. | You independently and regularly apply the content and skills taught to real life situations that affect you and act accordingly. | You independently and regularly apply the content and skills taught to empathise with others' situations and act accordingly. |
| Meeting | You show good knowledge and understanding of the content taught in PSHE and RSE lessons. | You can apply the content and skills taught to real life situations that affect you and can act accordingly. | You can apply to the content and skills taught to empathise with others' situations and can act accordingly. |
| Working towards | You show good knowledge and understanding of some of the content taught in PSHE and RSE lessons but there are gaps in this knowledge. | You can apply the content and skills taught to real life situations that affect you with teacher support. | You can apply to the content and skills taught to empathise with others' situations with teacher support. |
| Working below | You show weak knowledge and understanding of the content taught in PSHE and RSE lessons. | You are rarely able to apply the content and skills taught to real life situations, even with teacher support. | You can rarely apply the content and skills taught to empathise with others' situations, even with teacher support. |

