



## **Overview**

A compulsory Personal, Social, Health and Economic education (PSHE) programme for all students in Years 7-13 has been designed to reflect the aims and ethos of the College as a whole; to promote wellbeing and support the personal development of our students. The programme uses outside speakers where appropriate and draws on the expertise of different subject teachers.

PSHE in the Sixth Form builds upon the strengths fostered within the Lower School. It is facilitated by Personal Tutors and external speakers are invited into college at least once half a term.

With the Department of Education requirement for all schools to actively promote Fundamental British Values (democracy; the rule of law; individual liberty; and mutual respect and tolerance), students will also acquire a wider understanding of British values, culture and systems. Respect and inclusion are qualities we pride ourselves on, and 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. Our student body represents a cross section of cultural and social backgrounds, and during PSHE we foster this atmosphere of tolerance and mutual respect.

Throughout the lessons we place an emphasis on living responsibly. The environmental concerns of the College are passed on to students through the study of recycling, sustainable development, the use of public transport, and through the patronage of local environmental charities. By providing students with the knowledge, understanding, skills and attitudes to make informed decisions about their lives, they develop as distinctive individuals and are prepared for the opportunities and responsibilities of adulthood.

## **Delivery**

- Every student in Year 7-11 has a one hour timetabled lesson per week of PSHE
- Cross-curricular links enable the explicit delivery of PSHE topics in other lessons
- Separately scheduled sessions/presentations/talks bring together year groups for age appropriate PSHE delivery
- Extra-curricular activities support the PSHE programme for all students
- Optional clubs, trips and activities provide extension for keen and able students
- One to one interviews with Form Teachers and the Head of Lower School provide an opportunity for students to discuss issues they may not wish to raise in form time or PSHE

## **PSHE lessons**

Timetabled PSHE lessons aim to develop an atmosphere of community and acceptance. Teachers praise the personal goals and achievements of individuals, rather than expecting all our students to conform to selective criteria. Teaching methods place emphasis on student-directed discussion and research, rather than prescriptive learning. Students are encouraged to lead classes and use ICT resources to develop responsible attitudes to work, and enhance students' functional skills.

Resources are obtained from a number of sources such as the *Think you Know* and *NSPCC* websites but largely online from the government accredited PHSE Association, of which the College is a member. Students have folders and are encouraged to build their own collection of handouts, course work and sheets of useful contacts and websites. Class groups also produce regular displays in the Lower School communal areas.

We monitor progress and evaluate PSHE provision informally through teacher observation and feedback on class work. More formally, meetings between Form Tutors, Administrative staff, Head of Lower School and the Principal allow for feedback on the PSHE syllabus and the opportunity to share ideas. Students' overall progress is evaluated by Form Tutors in half-termly reports, which are read by parents/guardians, students, Head of Lower School and the Principal.

## **Safe and Effective Practice**

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

## **Equality of Opportunity**

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. The PSHE policy is in line with the college's equality policies. PSHE is sensitive to the different needs of individual students and may need to evolve as the student population 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 (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. 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 with a wide variety of faiths. These cultures and faiths often hold strong views about sexual behaviour. 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 as individuals. This will include clear, impartial, scientific information on matters such as abortion, as well as covering the law in relation to, for example, forced

marriage and female genital mutilation. It will also cover legislation related to equality and protected characteristic groups. PSHE 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”. PSHE will be sensitive to the different needs of individual students and may adapt and evolve over time.

When delivering RSE/ PSHE, staff will be expected to employ the principles of Quality First Teaching (QFT). This is 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 effects of misinformation regarding RSE/ PSHE. Due to the nature of small class sizes at the College, staff have an intimate 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 RSE/ PSHE material; time in lessons for students to process and reflect what has been delivered, and targeted questioning to informally assess student knowledge.

### **Cross-curricular links and delivery in other lessons**

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

A few examples:

- Students are encouraged to enjoy and achieve by celebrating their successes and sharing their skills and talents
- 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 explicitly covered during students’ rich and varied experience of learning outside the classroom.

Frequent trips and visits encourage varied cultural experiences and interest in the wider world. We also use the opportunity to give students awareness of safety issues and prepare them for opportunities and responsibilities of adult life. We encourage engagement with the neighbouring community, through visits to local art galleries, libraries and places of worship. Activity Week and Parliament visits are planned to meet the aims of the PSHE curriculum and are considered an integral part of the curriculum delivery.

PSHE provides the opportunity for students from different year groups to learn and cooperate together. Activities like the Student Council, demonstrate how democracy works as councillors are all voted for by the students themselves and ensures that students have a voice that is listened to.

We establish partnerships with groups and businesses in the community, and invite outside speakers to talk to students about their roles and responsibilities in the community and society. These include charity fundraisers, the police, Members of Parliament and health workers.

### **Other extra-curricular opportunities**

The varied programme of clubs and other extracurricular opportunities responds 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.

- Duke of Edinburgh Award offers extensive opportunities to develop skills, contribute to the wider community, enjoy achievement and safe and healthy living
- Clubs: A variety of clubs are on offer each year and are designed to encourage participation in the community of the College and contribute to Wellbeing by giving opportunities to learn skills, share achievements, support each other's learning and work as a team
- Activity days promote teamwork, emotional and physical health and self-reliance

### **Areas of the curriculum**

- drugs and alcohol education
- emotional health and wellbeing
- Relationship and Sex Education (RSE) - see separate RSE Policy
- nutrition and physical activity
- personal finance
- safety
- careers education
- work-related learning

### **Aims**

PSHE for Years 7-9 is designed to support students through the transition from primary to secondary education; to encourage positive thinking about their future; build strong healthy relationships while developing their individuality and personal responsibility.

PSHE for Years 10 and 11 is designed to equip students with the knowledge, attitude and skills to thrive in their GCSE studies, to make decisions regarding their future post-16 and to prepare for adult life.

Every student in all Years is provided with guidance and advice to encourage their Spiritual, Moral, Social, And Cultural Development (SMSC). This means teachers aim to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the law
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- Provide pupils with a broad general knowledge of public institutions and services in England
- Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

At both levels students are supported and encouraged to:

- take responsibility
- develop respect for their peers, 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

Years 10 and 11 students also:

- complete work-related learning

### **Work Experience placements**

In Year 10 all students complete Work Experience placements to build on careers' education and prepare them for Post-16 choices in Year 11. RIC uses good practice guidance from Medway Education Business Partnership (MEBP) and involves input from students, Form Tutors, admin staff and parents/guardians. PSHE lessons, and visits from MEBP and potential employers are used to prepare students for their

placements and to ensure effective debriefing and self-evaluation. The programme is designed to raise aspirations, prepare students for adult life, promote economic wellbeing and improve employability.

Careers guidance is also provided by Form Tutors, Head of Lower School and the Principal, in class and individually, as well as by advisers at Connexions, who are available freely to all students in Years 10 and above.

### **Schemes of work**

The schemes of work for Years 7–10 are designed collaboratively; efforts are made to coincide with national campaigns and events, e.g. Fair Trade Fortnight and National Anti-Bullying week. We synchronise studies of some topics between year groups to encourage contemplative communication out of lessons. Around these coordinated schedules, teachers incorporate topics appropriate to the skills, interests, age group, dynamics and requirements of their class.

It is important that PSHE remains immediately relevant in order to truly support the wellbeing and personal development of our students. Occasionally other issues and matters will arise that take precedence over the scheme of work and Form Tutors are encouraged to use their personal and professional judgement to suspend the PSHE curriculum if necessary to respond to specific incidents, work on behaviour, discuss an event which has affected the class, or deal with current issues of local, national or international importance.

### **Sixth Form**

PSHE in the Sixth Form builds upon the strengths fostered within the Lower School. All students in our A Level courses take part in half termly sessions delivered by external specialist speakers. These focus on teaching students about a wide variety of issues and themes ranging from relationships and sex education, to drugs education, raising awareness of online safety, healthy lifestyles and emotional wellbeing. Following such sessions students meet in tutor groups to discuss and reflect on the topics covered. These sessions are timetabled and are facilitated by Personal Tutors to provide structured and focused group discussion. The emphasis is on communication, with students listening and discussing with each other to learn from peers.

Personal Tutors meet regularly with students individually or in small groups to discuss issues they may not wish to raise during designated time and Personal Tutors are able to support students on a wide variety of individualised issues or guide them to where support, and further information, is available. Careers guidance, including support through all stages of applying to Higher Education in the UK and abroad is also provided through bespoke and individualised guidance through the Personal Tutoring system of the Sixth Form supported by outside speakers from various universities and career organisations. This supports students in making decisions about their careers and prepares them for post Sixth Form life.

The programme of sessions and topics is varied, wide ranging and devised with student involvement. Through the Student Council issues of interest to students in the Sixth Form that they would like to discuss are passed on to the Sixth Form Pastoral Team. This informs the topics selected and extra-curricular opportunities for the coming academic year. The programme is dynamic and under constant evaluation with the aim to maintain it relevant, meaningful and engaging for students. We evaluate PSHE provision informally through teacher observation and student feedback; we invite them to reflect upon the quality of the speakers we invite into college and suggest how sessions can be developed. More formally, meetings between Personal Tutors, the Heads of Sixth Form, the Assistant Principal: Pastoral and the Principal allow for feedback on the PSHE syllabus and the opportunity to share ideas.

PSHE in the Sixth Form also works with whole college provision by including activities linked to themed or focus weeks such as, for example, anti-bullying week and diversity week.

PSHE is also inherently part of the whole curriculum at this key stage, with subject specialists discussing PSHE issues through subject content at this level as it arises and due to the small class sizes and good relationships between staff and students, topical issues can be debated and discussed without detriment to content delivery, enhancing the individuals experience and allowing them to empathise with different situations and viewpoints.

<b>Created/Updated</b>	<b>Author</b>	<b>Approved by</b>	<b>Date</b>
September 2017	KF	AB	September 2017
September 2018	AD	AB	September 2018
September 2019	AD	AB	September 2019
November 2020	KF	AB	November 2020
August 2021	KF & NK	AB	August 2021

Autumn: Term 1	Autumn: Term 2
<p data-bbox="186 510 440 541"><b>Being Me in My World</b></p> <p data-bbox="186 583 451 615">Students will be able to:</p> <ul data-bbox="240 657 776 1858" style="list-style-type: none"> <li>● recognise that identity is affected by a range of factors including my interests, my physical characteristics, my achievements and my values</li> <li>● question if fitting in is more important than showing your uniqueness</li> <li>● Identify which of our influences are positive and which can be negative</li> <li>● understand the 4 gateway emotions and how they can affect how we feel about ourselves</li> <li>● recommend media such as music that can help when we are experiencing more difficult emotions to help us feel better</li> <li>● understand how peer pressure operates within groups</li> <li>● identify when peer pressure is taking place for others and myself</li> <li>● recognise that friendship groups are made up of different types of people</li> <li>● recognise how I present myself online</li> <li>● question making snap judgement about people's profiles</li> <li>● identify the possible dangers online and importance of privacy settings</li> <li>● create rules to follow when using the internet</li> <li>● understand what can influence my behaviour online</li> <li>● identify the potential dangers when messaging online</li> <li>● recognise the consequences for actions</li> <li>● recognise the different consequences dependent your role in a relationship e.g. parent, child, boy/girlfriend, friend, stranger</li> </ul>	<p data-bbox="808 510 1062 541"><b>Celebrating Difference</b></p> <p data-bbox="808 583 1068 615">Students will be able to:</p> <ul data-bbox="857 657 1448 1675" style="list-style-type: none"> <li>● Identify the assumptions that can be made when giving a first impression</li> <li>● define prejudice and recognise why it is unfair</li> <li>● define discrimination and recognise why it is unfair</li> <li>● what to do when you witness unfair treatment</li> <li>● identify the tools needed to speak up for yourself</li> <li>● review your influences</li> <li>● recognise challenging opinions and how to approach others when you disagree</li> <li>● identify what a stereotype is, give examples and recognise where they come from</li> <li>● understand why we challenge stereotypes</li> <li>● explore positive and negative discrimination</li> <li>● recognise the 9 protected characteristics stated in the Equality Act (2010)</li> <li>● undertake an inspection of the school to see how well it upholds the Equality Act (2010)</li> <li>● Recognise why people might bully e.g. fear of difference, jealousy, loneliness, wanting to impress others, power/control</li> <li>● recognise and understand what they should do if faced with a bully</li> <li>● identify a bystander and why they are complicit in any act of bullying</li> <li>● question why people want to be part of a group and the emotions that can involved</li> <li>● understand why you should not exclude someone and how it can make others feel</li> <li>● treat others how they wish to be treated</li> <li>● identify the skills they want to hone to make them a better friend or peer</li> </ul>

<ul style="list-style-type: none"> <li>● maintain positive online and offline relationships</li> </ul>	
<p><b>Spring: Term 3</b></p> <p><b>Dreams and Goals</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● understand risk and how it can impact someone's success</li> <li>● recognise the ability acquire knowledge as well as the feeling of being overwhelmed</li> <li>● identify their own dreams and goals in careers, general life and where they live</li> <li>● recognise what they have achieved in their life and any difficulties they may have overcome to achieve them</li> <li>● identify failures and how what they have learned that have allowed them to grow</li> <li>● recognise how they can develop and change their own lives through the choices they make</li> <li>● identify the key skills needed in the workplace e.g. problem-solving, critical thinking, people management, emotional intelligence</li> <li>● build a model based in criteria and recognise the skills needed to successfully work with others</li> <li>● question why people are quick to blame others if something goes wrong</li> <li>● explore how to find positivity in failure</li> <li>● recognise why things go wrong in life sometimes</li> <li>● identify when it important to understand and recognise when things go wrong</li> <li>● deal with setbacks</li> <li>● understand how influences can affect our choices</li> <li>● recognise how decisions and choices can affect their ability to succeed in your dream</li> <li>● recognise exploitation for criminal activity</li> <li>● understand why people might feel drawn to join a gang and what the consequences are</li> <li>● recognise the dangers of being in gang</li> <li>● make the correct choices if they find someone unconscious</li> </ul>	<p><b>Spring: Term 4</b></p> <p><b>Healthy Me</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● define stress and anxiety and what situations may cause an increase in these emotional states</li> <li>● identify the physical feelings of stress and when a person has too much stress e.g. emotional, physical, cognitive and behavioural responses</li> <li>● understand how they can stay positive and resilient</li> <li>● recognise the physical changes that happen when someone is extremely stressed</li> <li>● understand the importance of exercise to relieve stress</li> <li>● identify harmful substances, the prevalence of usage, what they do to the body, the number of death attributed to them and the cost to society</li> <li>● recognise why someone might misuse them</li> <li>● identify controlled drug classification and the law</li> <li>● recognise healthy choices including a balanced diet vs unhealthy foods</li> <li>● understand why diet is important for growing minds and bodies</li> <li>● identify the importance of sleep &amp; exercise,</li> <li>● understand the difference vaccinations have made in tackling disease</li> <li>● recognise how the choice to vaccinate can affect you and others</li> <li>● identify the importance of safe medicine use</li> <li>● understand the impact of loneliness</li> <li>● state the 5 ways to maintain positive well-being: <ul style="list-style-type: none"> <li>○ connect</li> <li>○ be active</li> <li>○ take notice (mindful)</li> <li>○ keep learning</li> <li>○ give</li> </ul> </li> </ul>

## Summer: Term 5

### Relationships

Students will be able to:

- understanding the transient nature of relationships
- define what is meant by consent
- recognise how relationships can change and can cause those changes
- identify what makes a healthy relationship
- recognise where they get support from and what level of support they receive
- understand relationship words such as jealousy, trust, respect, kindness, love, frustration
- identify what qualities someone might bring to a relationship and if they are the same for all relationships
- recognise the emotions that you feel depending on the circumstance and how they can affect how you react
- define discernment and how it is an important quality to have in relationships and everyday life
- reflect on reality vs tv presentation
- recognise positive and negative assertiveness
- understand the different rights and responsibilities that we have
- understanding sexting and its dangers

## Summer: Term 6

### Changing Me

Students will be able to:

- understand how the body changes during puberty
- recognise dangerous practices that can occur to alter how female bodies change e.g. female genital mutilation and breast ironing, and how to report this
- understand how conception happens and what happens to the body during childbirth
- identify the different ways you can conceive a baby
- question why people choose to become parents and the different factors that may affect their decision
- identify the roles and responsibilities of a parent
- question societal expectations of people and how they present themselves
- understand the negative impact of digitally altered photographs
- recognise why people may choose plastic surgery
- know how to raise their self-esteem
- recognise the impact social media can have on your perception of yourself and your emotions
- understand the effect different foods, exercise, sleep, and hormones can have on our mood in adolescence
- reflect on how they can tackle mood changes and how the brain works

Relationship and Sex education

Physical Health and Mental Wellbeing

Both RSE and PH & MW

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<p><b>Autumn: Term 1</b></p> <p><b>Being Me in My World</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● recognise their individuality and how everyone is multi-faceted</li> <li>● identify their influences and how important they are to their identity</li> <li>● understand how families can be made up of many different types of people</li> <li>● question the importance of community in their lives and the lives of others</li> <li>● recognise the various stereotypes in families and the expectations that come with it</li> <li>● question first impressions</li> <li>● identify the impact of first impressions and when can make a difference</li> <li>● manage the influences that form their identity</li> <li>● understand the valuable people can have for marriage and its legal status</li> <li>● recognise the importance of faith and belief in their own and others lives</li> <li>● understand the protected characteristics identified in the Equality Act (2010)</li> <li>● recognise the importance of their rights and liberty</li> </ul>	<p><b>Autumn: Term 2</b></p> <p><b>Celebrating Difference</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● understand the impact of persecution and how it can manifest</li> <li>● recognise the importance of celebrating our similarities</li> <li>● positively influence how we view others</li> <li>● question prejudice including racial and religious prejudice</li> <li>● recognise how the media can affect how we perceive others after a tragedy</li> <li>● identify the types of incident that can be racist or religious hate incidents and crimes</li> <li>● define justice, injustice &amp; society</li> <li>● identify social inequality within the UK</li> <li>● recognise how they can tackle inequality and where to get support</li> <li>● acknowledge the benefits of living in multicultural society</li> <li>● understand that the world has various different belief systems</li> <li>● recognise the positive aspects of religion and how to be more balanced in our views about religion</li> <li>● recognise the dangers of radicalisation</li> <li>● question stereotypes</li> <li>● define what bullying is why it is wrong and its negative impact</li> <li>● identify the different types of bullying understanding when bullying should be reported to the police</li> <li>● state what is meant by LGBT+</li> <li>● recognise the importance of standing up for your beliefs and its effects on your self-identity</li> </ul>
<p><b>Spring: Term 3</b></p> <p><b>Dreams and Goals</b></p>	<p><b>review Spring: Term 4</b></p> <p><b>Healthy Me</b></p>

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>state the difference between short, medium and long term goals</li> <li>recognise the value of planning and goal setting</li> <li>acknowledge the value of 'grit' in achieving goals and dreams</li> <li>identify the value of being online as a resource</li> <li>recognise how the internet can be unsafe and how to be protected online</li> <li>define their digital footprint and its impact</li> <li>know how to keep themselves safe online</li> <li>acknowledge the influence the choice that are made can have on their future</li> <li>recognise what it important to track and monitor their spending</li> <li>understand how location and career can affect salary</li> <li>define what factors can impact salary growth</li> <li>create a budget for a low income budget</li> <li>understand why people may get into debt</li> <li>recognise wealth disparity around the world</li> <li>identify the impact of poverty on individuals</li> <li>acknowledge the emotional impact of money</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>define what is meant by being healthy</li> <li>identify the different types of health e.g. physical, environmental, spiritual, social, mental and emotional</li> <li>understand the different ways that we can stay healthy</li> <li>review if they keep themselves healthy and their responsibility to their health</li> <li>acknowledge how they can improve their own health</li> <li>define stress and identify situations that can be perceived as stressful</li> <li>give tips on how to help someone deal with stress</li> <li>acknowledge what triggers stress in a person</li> <li>identify various substances and acknowledge the effect they can have on the mind and the body</li> <li>question why people use substances and what they could do instead</li> <li>define what is meant by substance misuse</li> <li>understand the law's firm stance on substance misuse</li> <li>recognise the difference between Class A, B &amp; C drugs</li> <li>recognise how young people can get involved in using and supplying drugs</li> <li>identify what is meant by 'county lines' in relation to drugs</li> <li>recognise how young people can be in danger of exploitation</li> <li>understand why people have vaccinations and what is meant by herd immunity</li> <li>recognise why people take medications</li> </ul>
<p><b>Summer: Term 5</b></p> <p><b>Relationships</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>recognise the importance of our relationship with ourselves</li> <li>recognise the impact social media can have on this relationship</li> <li>identify my strengths, weaknesses and how I take care of myself</li> <li>debate editing or photo-shopping images and the impact that this has</li> <li>identify have different relationships can create different emotions and how to take control of these situations</li> </ul>	<p><b>Summer: Term 6</b></p> <p><b>Changing Me</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>recognise how I feel about intimate relationships</li> <li>understand what happens when people experience physical attraction e.g. physical &amp; emotional</li> <li>acknowledge their own opinions about love and relationships</li> <li>review what makes a healthy relationship</li> <li>identify how age can affect the ability to have a good relationship</li> <li>manage their emotions as they could begin to have intimate feelings</li> </ul>

<ul style="list-style-type: none"> <li>● recognise the importance of boundaries within a relationship</li> <li>● identify what are appropriate boundaries for their age group</li> <li>● define why privacy is important</li> <li>● identify their own boundaries e.g. personal space</li> <li>● state how personal space can be invaded online</li> <li>● acknowledge appropriate behaviour when meeting someone</li> <li>● identify what makes a good relationship</li> <li>● review bullying</li> <li>● define an unhealthy relationship e.g. controlling , coercive</li> <li>● review online safety</li> <li>● understand how you can potential break the law on social media e.g. libel, copyright</li> </ul>	<ul style="list-style-type: none"> <li>● recognise the different phases of love e.g. crush, attraction, love</li> <li>● define pornography</li> <li>● debate if it is ok to watch pornography as an adult</li> <li>● understand the laws around watch and possessing pornography</li> <li>● recognise how pornography does not represent real life experiences</li> <li>● understand how alcohol is made</li> <li>● know what the law is relating to alcohol if you are under 18</li> <li>● recognise the negative impact of consuming alcohol to excess</li> <li>● state how the body and mind can be impaired by alcohol</li> </ul>
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Relationship and Sex education

Physical Health and Mental Wellbeing

Both RSE and PH & MW

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Autumn: Term 1	Autumn: Term 2
<p><b>Being Me in My World</b></p>	<p><b>Celebrating Difference</b></p>
<p>Students will be able to:</p>	<p>Students will be able to:</p>
<ul style="list-style-type: none"> <li>● understand what makes a good relationships</li> <li>● identify where they can get advice about relationships</li> <li>● recognise the different expectations and perceptions of relationships at their age</li> <li>● question what they think is acceptable behaviour in relationship</li> <li>● recognise the dangers of coercive control in a relationship</li> <li>● question if others opinions of you matter</li> <li>● understand why we seek others approval and how it can be harmful</li> <li>● define peer on peer abuse</li> <li>● identify what makes a good friend</li> <li>● understand what grooming is and how it can be used in criminal or terrorist activity i.e. county lines, radicalisation</li> <li>● debate positive and negative influences</li> <li>● assess their own use of social media and how influenced they are by it</li> <li>● define what risk is</li> <li>● understand why people might take risk</li> <li>● recognise the risks associated with alcohol, drugs &amp; sex</li> <li>● assess what makes groups work well - formal and informal structures</li> <li>● recognise the importance of individuality</li> <li>● acknowledge how differences can lead to conflict and how to manage those situations</li> <li>● define self-identity and recognise why we should be positive about ourselves</li> <li>● identify the characteristics desired in a relationship</li> <li>● recognise the dangers of having a negative self-identity</li> <li>● understand consent and how to exercise their right to consent</li> </ul>	<ul style="list-style-type: none"> <li>● recognise the difference between prejudice and discrimination</li> <li>● recognise the 9 protected characteristics stated in the Equality Act (2010)</li> <li>● debate the difference between banter and bullying</li> <li>● understand that bullying is a form of peer on peer abuse</li> <li>● recognise what the law says about bullying and hate crime</li> <li>● question why some people still discriminate against LGBT+ people in the workplace</li> <li>● identify how students can make their school discrimination free</li> <li>● understand how negative comments can have a greater impact than positive comments</li> <li>● recognise the importance of language and how it can affect other people</li> <li>● acknowledge how the brain reacts to negative and positive comments</li> <li>● examine language and misunderstandings</li> <li>● review banter and bullying</li> <li>● differentiate between online and verbal bullying</li> <li>● identify the effect of bullying on mental health</li> <li>● understand the implications of bullying in the workplace</li> <li>● recognise the importance of being self-aware</li> <li>● review the 9 protected characteristics stated on the Equality Act (2010)</li> <li>● identify the 4 different ways someone can be discriminated against</li> <li>● challenge how equal our society is and suggest how we can improve it</li> </ul>

<p><b>Spring: Term 3</b></p> <p><b>Dreams and Goals</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● identify their personal strengths</li> <li>● recognise the importance of their health to their wellbeing</li> <li>● understanding how planning can improve their lives</li> <li>● create smart targets</li> <li>● recognise different types of employment</li> <li>● understand why people become addicted to plastic surgery</li> <li>● acknowledge the link between happiness and work</li> <li>● define mental health and mental ill health</li> <li>● recognise what factors contribute to mental ill health</li> <li>● know where to get support if they are concerned about their mental ill health</li> <li>● define stigma</li> <li>● understand how to tackle stigma</li> <li>● recognise how we can be manipulated by the media</li> <li>● understand how this can affect someone's mental health</li> <li>● acknowledge that some media can have a positive influence</li> <li>● define self-esteem</li> <li>● recognise how self-esteem and mental ill health are linked</li> </ul>	<p><b>Spring: Term 4</b></p> <p><b>Healthy Me</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● recognise how young people are stereotyped</li> <li>● understand why the perceptions about young people are not reflective of their true behaviour</li> <li>● acknowledge the issues they feel strongly about and how to make change</li> <li>● question the positive and negative things associated with alcohol</li> <li>● debate the legality of alcohol and the drink age</li> <li>● understand the facts about alcohol including what is legal and what is not</li> <li>● recognise various substances and what they do to the body e.g. caffeine, sugar, cannabis etc.</li> <li>● understand the statistics for smoking and vaping in young people</li> <li>● debate why people think young people smoke more than they do</li> <li>● feel more confidence in how to respond in an emergency situation</li> <li>● identify what medical emergencies require calling 999</li> <li>● recognise the signs and symptoms of alcohol poisoning and drug poisoning</li> <li>● understand the effects of substances</li> <li>● question why people might use illegal drugs or use drugs illegally</li> <li>● understand the risk have to their overall health</li> <li>● acknowledge the risk of addiction and how to support someone who is misusing legal or using illegal drugs</li> </ul>
<p><b>Summer: Term 5</b></p> <p><b>Relationships</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● recognise the positive and negative effect someone can have on you</li> <li>● identify what characteristics help make a healthy relationship</li> <li>● understand how uneven power dynamics can affect relationships health</li> </ul>	<p><b>Summer: Term 6</b></p> <p><b>Changing Me</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● recognise what mental health looks and feels like</li> <li>● question why depression and anxiety levels have increased over the last 25 years</li> <li>● define anxiety, OCD, phobias and depression</li> <li>● understand how to support someone with mental ill health</li> </ul>

<ul style="list-style-type: none"> <li>● review peer on peer abuse</li> <li>● recognise assertiveness and confidence in others</li> <li>● define the rights that underpin behaviour</li> <li>● identify aggressive, assertive and passive behaviour</li> <li>● acknowledge how to be assertive</li> <li>● review consent</li> <li>● understand how ideal body types have changed throughout history</li> <li>● recognise the law relating to pornography</li> <li>● question their own opinions on pornography, nude and semi-nude images and the media</li> <li>● understand the difference between pornography and real sex</li> <li>● debate the choice to have a child</li> <li>● question why people choose to have sex</li> <li>● understand the law regarding consent</li> <li>● recognise the history of contraception</li> <li>● state various contraception options including abstinence</li> <li>● understand the consequences of unprotected sex</li> <li>● question some preconceived ideas held on conception</li> <li>● identify types of STI, their symptoms and treatment</li> <li>● recognise the emotional consequences of unprotected sex</li> </ul>	<ul style="list-style-type: none"> <li>● understand how to manage change</li> <li>● define resilience</li> <li>● acknowledge their own level of resilience</li> <li>● understand the effects of sleep and how much sleep a person needs at 5 key life stages</li> <li>● recognise positive sleep habits</li> <li>● assess the importance of relaxation</li> <li>● debate how a person's resilience can change over time and it may change</li> <li>● offer advice on how improve someone to become more resilient</li> <li>● recognise the effects of changing and growing in teenagers</li> <li>● identify how they cope with change and how it impacts their mental health</li> </ul>
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Relationship and Sex education

Physical Health and Mental Wellbeing

Both RSE and PH & MH

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Autumn: Term 1	Autumn: Term 2
<p><b>Being Me in My World</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Define liberty</li> <li>● Recognise the 15 Human Rights</li> <li>● Assess their own opinions and how they value their rights</li> <li>● Analyse how human rights have been violated by people, companies and countries</li> <li>● Understand the grief cycle e.g. 5 stages of grief</li> <li>● Recognise how different people respond to grief in different ways</li> <li>● Have an awareness that there can be both physical and emotional response</li> <li>● Able to know where to access support if they needed</li> <li>● Recognise how their online data is used</li> <li>● Question whether social media is harmful</li> <li>● Understand how social media is used around the world</li> <li>● Debate if social media affects culture and identity</li> <li>● Identify appropriate online behaviour</li> <li>● Understand the law regarding sexual abuse images</li> <li>● Recognise the damage effects like and comments can have on someone's self-esteem</li> <li>● Assess their own views on risks and identify what they consider to be risky activity</li> <li>● Recognise how they can reduce risk and understand that there are unseen risks</li> <li>● Get help if required in a case of misadventure</li> <li>● Define what characteristics make a healthy relationship</li> </ul>	<p><b>Celebrating Difference</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Define what is meant by hidden disabilities</li> <li>● Recognise common hidden disabilities and understand the challenges a person faces if they have a hidden disability</li> <li>● Define quality</li> <li>● Understand the Equality Act (2010) and know what the nine protected characteristics are</li> <li>● Recognise how our school could promote Positive Action</li> <li>● Identify the various employees rights and what employers are expected to do</li> <li>● Recognise the importance of equality in the workplace</li> <li>● Understand which jobs are exempt from the Equality Act (2010) and why</li> <li>● Define what is meant by society and what makes a good society</li> <li>● Understand the positives from living in a multicultural society</li> <li>● Recognise inequality and how it can negatively affect a society</li> <li>● Debate why equality of power in a relationship is important</li> <li>● Define and understand the negative impact of coercive control in a relationship</li> <li>● Recognise the mental and physical consequences of coercive control</li> <li>● Understanding the difference between equality and equity</li> <li>● Identify the effects of inequality including physical health such as malnutrition and mental health</li> <li>● Feel confident to challenge inequality if they witness it</li> </ul>

<p><b>Spring: Term 3</b></p> <p><b>Dreams and Goals</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Recognise what relationships are important in their lives</li> <li>● Define resilience</li> <li>● Identify what the strengths and weakness they have and what they can do if things go wrong</li> <li>● Apply changes to improve the situation they are in if required</li> <li>● Recognise how they can build resilience</li> <li>● Identify their own goals</li> <li>● Understand of what may be preventing them from achieving from their goals including their self-identity</li> <li>● Define physical health</li> <li>● Recognise the link between their physical health and achieving their goals</li> <li>● Understand how to look after their own mental health</li> <li>● Acknowledge how success makes them feel</li> <li>● Recognise what factors may impact their success</li> <li>● Assess what is a work/life balance</li> <li>● Question what their social media profile says about them</li> <li>● Understand how their social media profile affect their employment opportunities</li> <li>● Identify why balance is important</li> <li>● Recognise the positive effects of a balanced diet</li> <li>● Understand the benefits of balance</li> </ul>	<p><b>Spring: Term 4</b></p> <p><b>Healthy Me</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Assess their own health and recognise what determines health</li> <li>● Question how their physical health is influenced by their mental health and vice versa</li> <li>● Recognise the difference between protected factors and risk factors</li> <li>● Identify how they can protect their own health</li> <li>● Review the effect of substances on the body including drugs, alcohol, cigarettes and sugar</li> <li>● Question if prescribed drugs are safe an how to determine if they are safe</li> <li>● Define mental health</li> <li>● Recognise the common mental health disorders in young people</li> <li>● Identify where they can get help and support if required</li> <li>● Understand what kinds of treatment are available for different disorders</li> <li>● Define triggers and understand what may cause a trigger to have an affect on a person.</li> <li>● Discuss what keeps people healthy</li> <li>● Understand the how a healthy lifestyle can help prevent disease</li> <li>● Discuss the challenges face with pandemics, epidemics and antibiotic resistance</li> <li>● Debate stem cell and organ donation</li> </ul>
<p><b>Summer: Term 5</b></p> <p><b>Relationships</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the various relationships in their life</li> <li>● Recognise the various ways love can be shown</li> </ul>	<p><b>Summer: Term 6</b></p> <p><b>Changing Me</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify how societal changes can affect them</li> <li>● Discuss how potential the major societal changes could impact them</li> <li>● Recognise how the media can affect their reaction to major events</li> </ul>

<ul style="list-style-type: none"> <li>● Understand the physical reaction that can take place in the body when we attracted to someone</li> <li>● Identify the difference between lust, attraction and attachment</li> <li>● Recognise the traits necessary for relationships to thrive</li> <li>● Recognise the difference between romantic, physical, aesthetic and emotional attraction</li> <li>● Understanding the importance having a good relationship with yourself</li> <li>● Identify the various stages of a relationship</li> <li>● Link the grief cycle with the end of a relationship</li> <li>● Understand how to support someone with a dilemma in their relationship</li> <li>● Understand how to leave a difficult romantic relationship safely</li> <li>● Question myths about love and relationships</li> <li>● Define what intimacy is in a relationship e.g. physical, emotional, spiritual, intellectual, experimental, conflict and creative</li> <li>● Identify the various types of personal, long-term relationships</li> <li>● Recognise positive and negative behaviours in a relationship</li> <li>● Understand the statistics relating to pornography and young people</li> <li>● Identify the risks associated with pornography</li> <li>● Recognise the unrealistic portrayal of relationships and sex in pornography</li> <li>● Assess the relationships seen in reality tv and their health</li> <li>● Identify healthy and unhealthy behaviours</li> <li>● Recognise warning signs of abuse in a relationship</li> <li>● Link the behaviors in abuse relationships to the behaviours in peer-on-peer abuse</li> <li>● Understand what the law says about coercion and abuse</li> <li>● Determine their own 'non-negotiables' in a relationship</li> </ul>	<ul style="list-style-type: none"> <li>● Assess how social media positively and negative affect social change</li> <li>● Question what actions they would take to 'save the planet'</li> <li>● Identify what changes can affect a family</li> <li>● Understand the importance of embracing change and reflect on the times they have embraced change in their own lives</li> <li>● Assess how well they manage making important decisions</li> <li>● Debate how men and women are described differently and why this happens</li> <li>● Understand how gender and sexual identity is a spectrum</li> <li>● Define different gender identity linked terms including cisgender, transphobia, questioning and intersex</li> <li>● Question how society views gender identity and what issues that can bring</li> <li>● Recognise the link between gender stereotypes and peer on peer abuse</li> <li>● Understanding the importance of supporting all people and their gender identities</li> <li>● Debate the dangers of gender stereotypes on all gender identities</li> <li>● Understand the law and marriage and civil partnerships</li> <li>● State that a person should never give up anything important to them for a partner</li> <li>● Recognise the risks in exploring sexual identity e.g. dating older people, having numerous sexual partners, meeting people online for sexual encounters</li> <li>● Acknowledge the changes they have experience over the last four years, both physical and emotional</li> <li>● Identify how their emotions are affected by change</li> <li>● Recognise how emotional and physical change can affect our self-esteem</li> <li>● Develop strategies to help them manage change</li> </ul>
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## Relationship and Sex education

Physical Health and Mental Wellbeing

Both RSE and PH & MW

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<p><b>Autumn: Term 1</b></p> <p><b>Being Me in My World</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● define what they understand by ‘adulthood’</li> <li>● debate the benefits of being an adult</li> <li>● identify what they are looking forward or not about being an adult</li> <li>● understand legal age limits and their purpose</li> <li>● confidently recognise the age of consent and define what consent is in a relationship</li> <li>● identify what is coercive control and its legality</li> <li>● define domestic abuse</li> <li>● understand what honour-based abuse is</li> <li>● Recognise the difference between an arranged marriage and a forced marriage</li> <li>● recognise the Equality Act (2010) and the nine protected characteristics</li> <li>● identify the possibility of violence in young people’s relationships</li> <li>● recognise the positives and negatives of the internet</li> <li>● understand the impact of watching pornography and the law</li> <li>● acknowledge the dangers of misusing technology e.g. social media, sharing images and peer pressure</li> <li>● assess risk and know how to stay safe</li> <li>● know what to do in an emergency situation</li> <li>● acknowledge the importance of first aid</li> </ul>	<p><b>Autumn: Term 2</b></p> <p><b>Dreams and Goals</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify how stress and anxiety can affect people</li> <li>● Define anxiety and how it manifest itself in the body</li> <li>● Explore the fight or flight response and how it relates to perceived dangers</li> <li>● Recognise how they can manage anxiety and the importance of sleep to the body and mind</li> <li>● Identify the importance they place on money</li> <li>● Recognise the dangers of debt and gambling</li> <li>● Determine their financial goals for the future and how to achieve them</li> <li>● Recognise how credit cards work</li> <li>● Debate dream jobs against possible jobs</li> <li>● Explore how to manage and develop their skill set</li> <li>● Identify various types of long term relationships</li> <li>● Question the benefits and disadvantages of each relationship for children</li> <li>● Debate why people choose or choose not to have children</li> <li>● Identify good and bad parenting practices</li> <li>● Explore resilience and can prevent us from achieving our goals</li> <li>● Acknowledge how they feel when faced with something out of your control</li> </ul>
<p><b>Spring: Term 3</b></p> <p><b>Healthy Me</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Review the importance of sleep</li> <li>● Identify what affects your ability to concentration</li> </ul>	<p><b>Spring: Term 4</b></p> <p><b>Relationships</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the six stages of intimate romantic relationships</li> <li>● Recognise the dangers of biases in relationships</li> </ul>

<ul style="list-style-type: none"> <li>● Recognise how they can improve their concentration</li> <li>● Identify various STIs</li> <li>● Acknowledge how they are transmitted, how to protect against them and where to get support</li> <li>● Recognise how to look after their health</li> <li>● Understand the importance of condom use</li> <li>● Undertake self-examination as part of their regular health promotion</li> <li>● Recognise why people may choose to have sex</li> <li>● Question whether they feel ready for sex and how to establish this</li> <li>● Understand what factors need to be considered before having sex for the first time</li> <li>● Review consent</li> <li>● Understand why you might choose to become a parent</li> <li>● Recognise what affects a person's ability to have children</li> <li>● Identify the different forms of contraception available in the UK</li> <li>● Debate the differing opinions on contraception including abortion</li> <li>● Explore why people may chose adoption to have a family</li> <li>● Understand the costs of raising a child</li> <li>● Recognise various forms of abusive behaviour in a relationship</li> <li>● Maturly discuss sexual harassment and violence including rape</li> </ul>	<ul style="list-style-type: none"> <li>● Question assumptions about relationships and sex</li> <li>● Review how to know if they are ready for sex</li> <li>● Identify the different members of the LGBT+ community</li> <li>● Understand the gender spectrum and how it can affect how a person can feel about themselves</li> <li>● Recognise how gender and sexuality are separate from each other</li> <li>● Acknowledge the importance of equality for all people</li> <li>● Understand why coming out' can be difficult process and why it is wrong to 'out' another person</li> <li>● Support another person who may choose 'come out'</li> <li>● Recognise power imbalances in relationships and when behaviour can became controlling or illegal</li> <li>● Identify the addition pressures LGBT+ people may face in unequal relationships</li> <li>● Define bodily autonomy</li> <li>● Identify what is legal or illegal regarding bodily autonomy</li> <li>● Recognise the dangers of FGM and breast ironing</li> <li>● Protect themselves or others from these acts</li> <li>● Understand the legal stance on these acts</li> <li>● Recognise honour-based abuse including forced marriage</li> <li>● Recognise discrimination and hate crimes based on race, sexuality and gender identity</li> </ul>
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## Appendix 7

### Sixth Form Overview PSHE/ RSE

In light of the unique character of our Sixth Form, Year 13/14 students are often new to the college and they have completed PSHE and RSE elsewhere. In this current academic year, we are trying to cover as many topics as we can in Year 13, especially as in-person workshops are now possible on the whole. Our focus in Year 13 is on futures and becoming independent, but we will run optional units for these students too.

From September 2022, our focus will be on a more discrete two-year programme over for Year 12 and then Year 13/14.

	Year 12			Year 13/14		
	Headlines	Activities		Headlines	Activities	
Term 1	Being Me in the Wider World			UCAS/Future/Who Am I? (Being Me in the Wider World)		
	Self-concept Mental health and emotional wellbeing Healthy lifestyles Drugs alcohol and tobacco  Bullying, abuse and discrimination  Choices and pathways (introduction)	A Slow Crash - Addiction presentation     A History of Prejudice - presentation  Create Fair (London)	External speaker   External speaker  Art-led trip	Self-concept Mental health and emotional wellbeing Healthy lifestyles Drugs alcohol and tobacco  Bullying, abuse and discrimination  Choices and pathways Careers	A Slow Crash - Addiction presentation -     A History of Prejudice - presentation  Create Fair (London)	External speaker   External speaker  Art-led trip  PTs

					UCAS sign up Early applicant deadlines UCAS/Futures pathway	
<b>Term 2</b>	<b>Celebrating Difference</b>			<b>UCAS/Future/Celebrating Difference</b>		
	Managing risk and personal safety Mental health and emotional wellbeing Healthy lifestyles Sexual health Drugs alcohol and tobacco	NCS TBC???  Big Night Out  Neuro divergent workshop TBC (student request)  Sign language course	External workshops  Resolvelt - external speaker  External workshop  External workshop	Choices and pathways Careers  Managing risk and personal safety Mental health and emotional wellbeing Healthy lifestyles Sexual health Drugs alcohol and tobacco	UCAS pathways continued  Personal Statement Workshop CVs  The Lawyer Portal TBC  Big Night Out  Neuro divergent workshop TBC	PTs  External workshop PTs  Resolvelt - external speaker  External workshop  External workshop

		option (student request)			(student request)  Sign language course option (student request)	
<b>Term 3</b>	<b>Relationships</b>			<b>Relationships</b>		
	Relationship values Forming and maintaining respectful relationships Consent Contraception and parenthood Bullying, abuse and discrimination	Certificate in Mental Health First Aid (option)  First Aid certificate (option)  Teenage Relationship Abuse Workshop TBC  The Brooke - STIs, Consent, Healthy	External workshop  External workshop  External workshop  External workshop	Relationship values Forming and maintaining respectful relationships Consent Contraception and parenthood	Certificate in Mental Health First Aid (option)  First Aid Certificate (option)  The Brooke - STIs, Consent, Healthy Relationships TBC	External workshop  External Workshop  External workshop

		Relationships				
<b>Term 4</b>	<b>Healthy Me</b>			<b>Healthy Me/Independence</b>		
	Healthy lifestyles Sexual health Managing risk and personal safety	Empowerment TBC  My body/my choice (student request for focus on changing bodies to educate opposite sex) TBC	Resolvet External Workshop	Healthy lifestyles Sexual health Managing risk and personal safety  Employment rights and responsibilities Financial choices	Empowerment TBC  How to construct revision timetables  My body/my choice (student request for focus on changing bodies to educate opposite sex) TBC	Resolvet External Workshop  PTs External workshop  External workshop

					Budget/Enterprise Workshop TBC	
<b>Term 5</b>	<b>Dreams and Goals</b>			n/a		
	Choices and pathways Careers Employment rights and responsibilities Financial choices Media literacy and digital resilience	Enterprise workshop TBC  Digital Resilience workshop TBC	External workshop  External workshop			
<b>Term 6</b>	<b>UCAS/Futures/Careers</b>			n/a		
	Choices and pathways Careers Employment rights and responsibilities Financial choices Media literacy and digital resilience	UCAS Fair/Apprenticeships talk/Art portfolio presentation /Medic Portal	External workshops and PTs  Year 12 trip TBC	n/a		

		Kent University Visit				
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