

Ealing Independent College

Relationship and Relationship and Sex Education and PSHE Policy

This policy applies all pupils in the College

BELLEVUE | EDUCATION

Created: July 2020

Reviewed: July 2021

by

Vice Principal

Checked by Principal

Next Review: July 2022

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the College and sets out the College's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery. The policy has been developed with reference to guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers a copy of which can be accessed [here](#)

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

1.2.1 departmental review and feedback,

1.2.2 departmental training via the PSHE Association,

1.2.3 parental consultation,

1.2.4 student voice,

1.2.5 wellbeing surveys

1.2.6 ongoing feedback from pastoral teams.

1.3 PSHE education provides a significant contribution to the Colleges' responsibility to:

1.3.1 promote children and young people's wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide careers education

1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the College's values of ensuring that everyone can succeed, and preparing all students for a happy and successful future. The PSHE and RSE programme aims to develop:

1.4.1 Successful learners who enjoy learning, making progress and achieving

1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives

1.4.3 Responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 Democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through assemblies, tutor time activities and the College's broad and balanced curriculum.

1.6 Parents will be informed about the policy via email and the policy will be made available through the College website.

2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

3 Roles and Responsibilities

3.1 From September 2020 PSHE and RSE delivery will be monitored by the Vice Principal and the Head of PSHE. The Head of PSHE will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

In all yeargroups from Year 9-Year 13, PSHE and RSE are delivered by the Head of PSHE, and students receive one lesson per week. In addition to this, students in all year groups have one year group assembly per week, and this is also used to deliver PSHE and RSE topics. These assembly sessions are delivered by a variety of staff meaning that the most appropriate staff member can be chosen for each topic. After the weekly assembly, each class has a Form Period where they return to their form classes with their tutor and have a chance to complete activities to enhance their learning. Tutor activities are also prepared by the Vice Principal (Pastoral) and other staff members, and these are also used to deliver these topics.

Adam Atkinson will deliver an annual assembly on E Safety to all yeargroups. E Safety is also covered in the PSHE programme, but Adam Atkinson is considered to have continually updated knowledge on this ever-changing area.

PSHE is also delivered through opportunities to participate in the running of the school and in the wider community, for example through Student Council, clubs, the Student Leadership Team and the organisation of and participating in charity events.

Additional Social Skills lessons will also be delivered on a weekly basis to those students who have an EHCP which specifies that these would be beneficial.

Best Practice in PSHE Education:

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects

Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.

Pupils will be reassured that the majority of young people make positive healthy lifestyle choices
Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.
Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.

5 Safe and Effective Practice

5.1 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 College's Child Protection and Safeguarding Policy.

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the College to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships and Sex Education (RSE) takes account of the faith of individual pupils whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

7 Definition of Relationships and Sex Education (RSE)

7.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modeled by all staff at the College.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Responsibility for Delivery

Y9-Y13
Head of PSHE
Coordination with Head of Biology
<p>The aim of RSE in Senior and Sixth Form is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).</p> <p>It's aim is to teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed and where to seek support.</p> <p>It will address what is classified as criminal behaviour and how to identify this, make the right decisions and keep themselves and others they think may be at risk, safe.</p> <p>It should support them in making sensible judgements and choices about their behaviour and relationships online and be critically aware of online presence and behaviour in order to keep safe.</p> <p>RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS)</p>

9 Managing difficult questions

PSHE and RSE are delivered by a highly experienced member of staff, the Head of PSHE. When students ask difficult questions, professional judgement will be used to decide how this question should be answered. For example, it may be the case that a question may be better answered on a 1:1 or small group basis rather than answered in front of the whole class. If the Head of PSHE is unsure how to answer a question, she should ask

the student to come back at the end of the day to discuss the matter and, before this meeting, she should consult with the Vice Principal.

10 Parents' right to withdraw their child

10.1 Parents will not be able to withdraw their child from relationships education.

10.2 At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes

10.2.1 Before granting such a request, the Principal will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits and detrimental effects that withdrawal may have on the pupil.

10.2.2 The College will respect the parents' request to withdraw the pupil except in exceptional circumstances **[Para 47&48]** up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the College will make the provision.

10.2.3 If a pupil is withdrawn from sex education, the College will ensure the pupil receives purposeful education during the period of withdrawal.

10.2.4 The College will keep a record of all such decisions.

11 Intended Outcomes

11.1 As a result of our PSHE and RSE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Learn about the world of work

11.1.12 Learn to manage their money and finances effectively

12 Monitoring and Assessing

12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship and Sex Education provision will be evaluated through: annual governance (spring) and on a termly basis. This will be done through a meeting between the Head of PSHE and the Vice Principal, and then a meeting between the Principal and Vice Principal. Progress in PSHE and RSE will also be reported to parents through reports and Months Marks.

12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

12.2.2 Application of knowledge and skills in wider College participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

13 Confidentiality

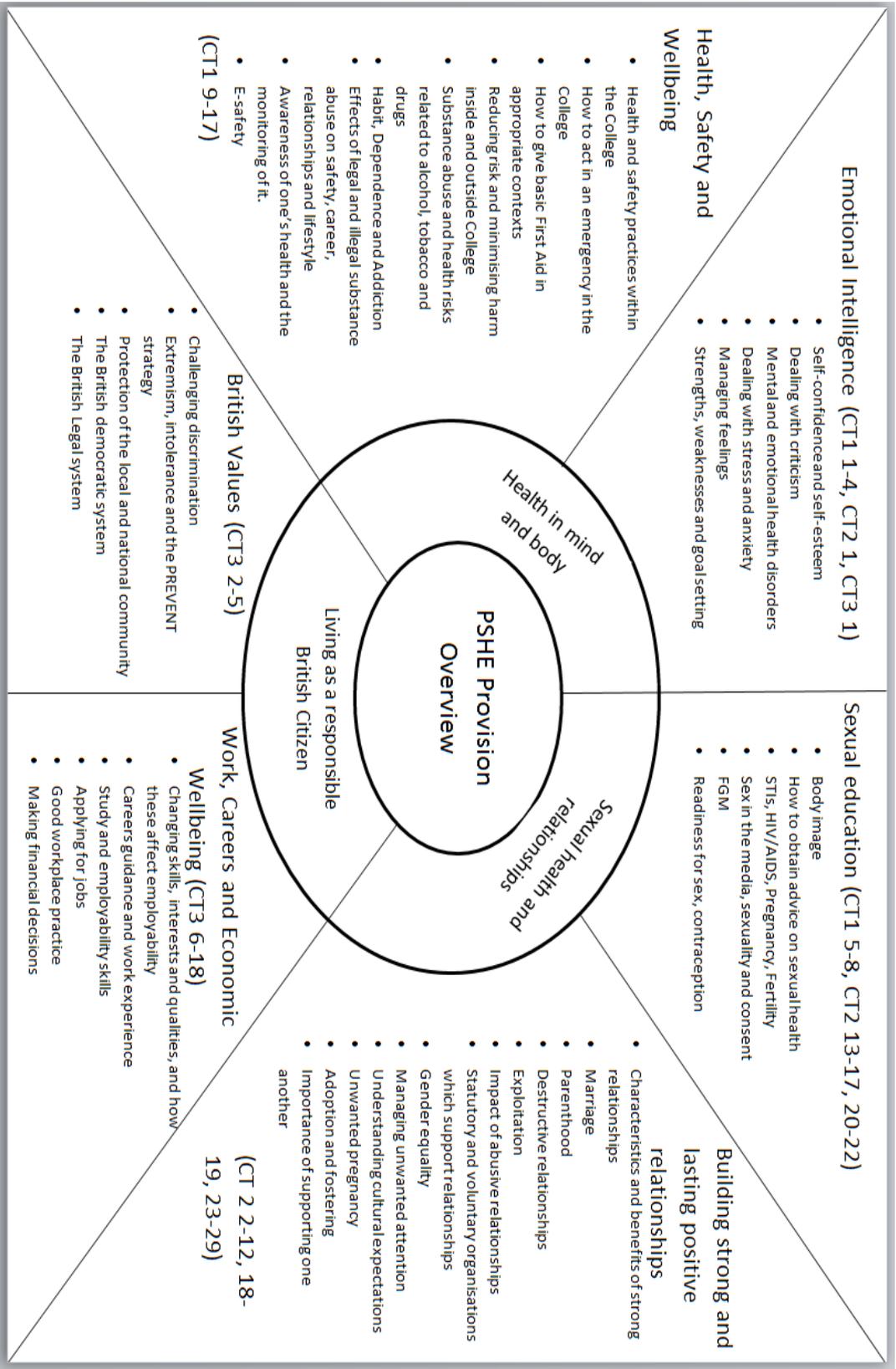
13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14 Counselling Services

14.1 Pupils are made aware of counselling and information services both in and out of College and offered appropriate support.

15 OutsideSpeakers

15.1 Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.



Year 10 PSHE programme

Autumn term

Week 1: Introduction to programme, prior learning, setting expectations

Week 2: Developing your identity and image

Week 3: Managing your emotions and moods

Week 4: Changing relationships – friends/family/love

Week 5: E-Safety

Week 6: Thinking ahead and planning your future

Half term break

Week 7: Body changes and menstruation

Week 8: Healthy eating

Week 9: Discussion of a current news story

Week 10: Safer sex and contraception

Week 11: Sun safety, tattoos, piercings

Week 12: Drinking

Week 13: Smoking

Spring term

Week 1: Britain and diversity

Week 2: Tolerance and acceptance

Week 3: Major world religions

Week 4: Lesser-known world religions, atheism, agnosticism

Week 5: Prejudice and discrimination

Week 6: Human rights

Half term break

Week 7: UK laws

Week 8: The court system, civil law and criminal law

Week 9: Criminal responsibility and the youth justice system

Week 10: Punishment and sentencing

Week 11: UK parliament, voting and elections

Week 12: Democracy

Summer term

Week 1: Equal opportunities and the law

Week 2: Workplace law and consumer law

Week 3: Environmental issues – climate change

Week 4: Environmental issues – plastic waste

Week 5: Environmental issues – palm oil

Week 6: Environmental issues – animal extinction

Half term break

Week 7: Managing your money

Week 8: Discussion of a current news story

Week 9: Running your own business versus working for a corporation

Week 10: Discussion of a current news story

Week 11: Business costs and budgeting

Week 12: Discussion of a current news story

Week 13: Making a business plan

Year 11 PSHE programme

Autumn term

Week 1: Introduction to programme, prior learning, setting expectations

Week 2: Developing your own values

Week 3: Managing your time and studies

Week 4: Marriage, partnership and commitment

Week 5: Domestic violence

Week 6: Thinking ahead and planning your future

Half term break

Week 7: Gender and identity

Week 8: Stress, depression and mental/emotional health

Week 9: Discussion of a current news story

Week 10: Safer sex, STDs, HIV/AIDS

Week 11: Discussion of a current news story

Week 12: Abortion

Week 13: E-safety

Spring term

Week 1: Drugs and substance abuse

Week 2: Alcohol

Week 3: Healthy eating

Week 4: Human rights

Week 5: Discussion of a current news story

Week 6: Refugees and asylum seekers

Half term break

Week 7: Discussion of a current news story

Week 8: Managing your money

Week 9: The UK economy

Week 10: The global economy

Week 11: Discussion of a current news story

Week 12: Poverty and world health

Summer term

Week 1: The UK's role in the world

Week 2: The arms trade and terrorism

Week 3: Discussion of a current news story

Week 4: Extremism and PREVENT

Week 5: Discussion of a current news story

Week 6: The media, free speech and privacy versus public interest

The Year 10 and Year 11 PSHE programmes are delivered using the content of the Collins "Your Life" student books (books 4 and 5 respectively). As the topics are live and are subject to change on an almost daily basis, the books are used largely for the case study examples, with learning supplemented by current news and information videos and student discussion.

In line with the Principal's vision of students taking the initiative in ("expansion of ... leadership in and out of the classroom ... empower(ing) students to develop new skills), each student selects two topics from the programme for the year and leads those sessions. This may be an individual or a team-teaching session, partnered with either the teacher or another student. Students who are less confident about leading have the opportunity to lead for just one task initially, increasing to more on their second session.

Student teachers meet with the class teacher in advance of the session, and a step-by-step written lesson plan is created together. All resources used are checked by the class teacher prior to the lesson.

Students create their own lesson notes on a Google doc (shared with the teacher) and, at the end of each lesson, receive feedback in the following format (using the principle of WWW and EBI):

"I liked ..."

"One thing to think about ..." [an opportunity to correct an inaccuracy, to clarify or to take a particular concept further]

Students are assessed termly on the content covered with a written test, on which they are graded effort 1 (outstanding) to effort 5 (not submitted).

Sample of teacher feedback (on the topic of e-safety)

Thanks, [name]. You are right when you mention calling the police to seek help [in the event of witnessing an adult in a public place attempting to persuade a child, who is not a family member, to go home with him/her] and asking adults around you, rather than trying to handle everything on your own.

One thing to think about: should parents take a different approach when keeping a 13-year-old safe, as opposed to a 17-year-old? Why, or why not?

Appendix 3 - example of student assessment

[SHE British Values Assessment]

Name: _____

1) In which city is the House of Parliament? _____ (1)

2) The official name of the building in the Palace of _____ (1)

3) Match the following words to the definitions: (5)

A) Parliament B) Government C) Constituency D) Minsarch E) Opposition

Q. Area where an election happens in which the winner becomes an MP

R) Group of politicians who argue against the government

S) Forum in which politicians debate the issues of the day

T) **Government** leader of the United Kingdom

V) Group of politicians which run the country

4) In which year was the last General Election in the United Kingdom? _____ (1)

5) Which political party won the election? _____ (1)

6) Name four more political parties which had candidates who stood in the general election. (4)

7) Who is the current Prime Minister of the UK? _____ (1)

8) Who was Prime Minister before them? _____ (1)

9) Write local government or national government tasks to the issues below, depending on which group you think deals with each problem: (6)

Rubbish collection _____

School teachers _____

Helping homeless people _____

Supplying the army _____

Discussing problems with other countries _____

Fire, police and ambulance services _____

10) What is the name of the most powerful court in England? _____ (1)

11) What does a solicitor do for someone who has been arrested for a crime? _____ (1)

12) What is the crime below, give the maximum prison sentence: (3)

Murder _____

Possession of a gun with intent to cause violence _____

Causing death by dangerous driving _____

Racially aggravated assault _____

Carrying an offensive weapon in a public place _____

13) Write in the different types of court in the UK justice system below: (6)

C. _____ Court (6) M. _____ Court (11) S. _____ Court (7)

C. _____ Court (5) R. _____ Court (4) F. _____ Court (6)

14) It is illegal to discriminate against anyone for any of the following reasons. Name them: (6)

A. _____ (3) D. _____ (10) R. _____ (8)

S. _____ (3) O. _____ (6,10) R. _____ (4)

15) Which act means that you are protected from discrimination? _____ (3)

16) What does ACAS stand for? _____ (1)

17) What does CAB stand for? _____ (1)

18) What is the Prevent Strategy trying to do in Britain? _____ (1)

19) Extremism can be defined as opposition to fundamental British Values. Fill in the missing words to identify the following key British values: (5)

D. _____ (8) The rule of law (3) Individual _____ (7)

Mutual R. _____ (7) T. _____ of different faiths and beliefs (9)

20) In which year was the last major terrorist attack in Britain? _____ (1)

Explain in as much detail as you can what happens when someone goes to cast their vote in a General Election

Explain in as much detail as you can what the police do with a suspect after they are arrested

Explain in as much detail as you can what you should do if you feel that you are being discriminated against

Appendix 4 - extract from scheme of work

 <p>Scheme of Work</p>		<p>Subject</p> <p>PSHE</p>	<p>Year Group</p> <p>GCSE</p>	<p>Final Assessment Requirements</p> <p>Assessment on Knowledge through test and skills through scenarios based on topic</p>	
<p>Unit content overview: British Democratic and Legal systems The protection of local and national community Challenging discrimination & extremism through PREVENT</p>					
<p>Term:</p> <p>Within PSHE Programme</p>					
<p>Title:</p> <p>British Values</p>					
<p>Specific unit content</p> <p>Week One Initial assessment</p>	<p>Differentiated Learning Objectives (M – S – C)</p> <p>As all students are sitting a standardised knowledge and scenario test, teaching and learning following this initial lesson will offer differentiation.</p>	<p>Teaching and Learning Activities</p> <p>Students firstly complete test of current knowledge with regards to this area, then complete extended, written answers to scenario questions.</p>	<p>Opportunities for Independent Learning</p> <p>Students demonstrate incoming level of understanding through closed questioning of knowledge test, then showcase independence through response to scenarios.</p>	<p>Assessment</p> <p>Incoming knowledge test</p> <p>British Values scenario test</p>	<p>Homework</p> <p>N/A</p>
<p>Week Two The British Democratic system</p>	<p>M: Students must be able to define the following terms: Parliament, Government, Opposition, Houses of Commons and Lords, Constituency, Monarch</p> <p>S: Students should be able to explain how UK</p>	<p>Students watch the video <i>How Parliament works</i> in nearly 60 seconds and then complete key word definitions. This is followed by the video <i>How the general election works</i> in nearly 60 seconds where</p>	<p>Students will create their own flow chart following guidance on which events occur before the election takes place, during election day and afterwards, to a varying degree of detail.</p>	<p>Completed definitions, peer assessed.</p> <p>Completed flow chart on general elections with varied levels of detail, self-assessed.</p>	<p>Explore further the political party they chose, and answer the following questions: Who is leader? How many seats did they get in the last election?</p>

Appendix 5

PSHE and RSE Delivery Plan for Sixth Form

Week no.	Week commencing	Year 12 Tuesday group	Year 12 Friday group	Year 13
1	6th September	Intro to year	Intro to year	Intro to year
2	13th September	Sixth form conduct / adjustment from GCSE to A level / being a role model	Body image including cosmetic surgery and gender-confirming surgery	Home to university adjustment / evaluation of Year 12 project (and access to task for new students), peer-assess gaps
3	20th September	Showing initiative and stretching yourself beyond classwork and homework	Eating disorders	Living independently and managing a budget incl. student finance
4	27th September	Extra-curricular activities	Mental health, anxiety and depression	Digital careers library - guidance and references (part 1)
5	4th October	Work experience and volunteering	Work experience and volunteering	Digital careers library - guidance and references (part 2)
6	11th October	Degrees, apprenticeships and choosing your post-18 path	Extra-curricular activities	Reading around subject
7	18th October	Introduction to assessment and how it will help you form your personal statement	Introduction to assessment and how it will help you form your personal statement	UCAS
8	25th October	Half term		Half term
9	1st November	Communication skills - speaking	Sixth form conduct / adjustment from GCSE to A level / being a role model	Insomnia and effects of stress on sleep (part 1)
10	8th November	Communication skills - writing	Showing initiative and stretching yourself beyond classwork and	CVs, application forms (not done in 2020-2021), responding to a job ad,

			homework	employment agencies, speculative applications
11	15th Novemb er	CVs and application forms	Degrees, apprenticeships and choosing your post-18 path	Workplace relationships and professional boundaries
12	22nd Novemb er	Interview questions and techniques	Cancer and screening	Progression in the workplace - pay rises and promotions
13	29th Novemb er	Equality and the law	Healthy diet on a budget	Insomnia and effects of stress on sleep (part 2)
14	6th Decemb er	Prejudice and discrimination in society	Illnesses, health services and basic First Aid	Mock exam revision
15	13th Decemb er	Mock exams	Mock exams	Mock exams
16	20th Decemb er	Christmas	Christmas	Christmas
17	27th Decemb er	Christmas	Christmas	Christmas
18	3rd January	Body image including cosmetic surgery and gender-confirming surgery	Communication skills - speaking	Positive dialogue including negotiating difficulties
19	10th January	Eating disorders	Communication skills - writing	Workplace harassment
20	17th January	Mental health, anxiety and depression	CVs and application forms	Part-time and casual jobs, the gig economy
21	24th January	Illnesses, health services and basic First Aid	Interview questions and techniques	Employment contracts (including zero hours)
22	31st January	Cancer and screening	Equality and the law	Salary, tax, national insurance, pensions
23	7th January	Healthy diet on a budget	Prejudice and discrimination in society	Debt management
24	14th February	Half term		Half term
25	21st February	Ending relationships respectfully		Taking a gap year
26	28th February	Harassment and stalking (incl. issue of		Buying your first home

		consent and coercive control)		
27	7th March	Unplanned pregnancy and young parenthood incl, contraception and emergency contraception		Travelling in the UK and overseas incl. personal safety
28	14th March	Forced marriage and honour-based violence		Easter mock revision
29	21st March	Easter mocks		Easter mocks
30	28th March	Easter mocks		Easter mocks
31	4th April	Easter		Easter
32	11th April	Easter		Easter
33	18th April	UK government and main political parties		Social media and its distortion of perspective
34	25th April	Policies and choosing a party		Being a consumer of online information including propaganda and manipulation
35	2nd May	Elections and referendums		Maintaining a professional online presence
36	9th May	Electoral system		Revision and time management (discussion)
37	16th May	Pressure groups e.g. Extinction Rebellion		Revision and time management (feedback of practice)
38	23rd May	Half term		Half term
39	30th May	UCAS		Study leave
40	6th June	End of year assessments		Study leave
41	13th June	End of year assessments		Study leave
42	20th June	Futures week		Study leave

Appendix 6

Assembly Plan

Week	GCSE Assembly	Y12 Assembly	Y13 Assembly
1	Effective learning for GCSE	Acing A Levels	Personal statements/UCAS process
2	Naomi Osaka/Black Lives Matter	Preparing for UCAS	Effective learning
3	Safeguarding	Target setting	Target Setting
4	Months Marks	Safeguarding	Months Marks

