

Ealing Independent College

Relationship and Relationship and Sex Education and PSHE Policy

This policy applies all pupils in the College

The logo for Bellevue, featuring the word "bellevue" in a lowercase, sans-serif font. The letters "bel" are blue, and "levue" are pink.

Created: July 2020

Reviewed: July 2022
by

Vice Principal

Checked by Principal

Next Review: July 2023

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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).

2.3.2 LGBT inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204)

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 year groups 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 year groups. 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.

5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: *Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).* **NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its 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

Form Tutors, with guidance and lesson plans provided by the Vice Principal (Pastoral)

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).

Its 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.

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.

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.

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)

9 Managing difficult questions

PSHE and RSE are delivered by form tutors. 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 tutors are unsure how to answer a question, they should ask the student to come back at the end of the day to discuss the matter and, before this meeting, they 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

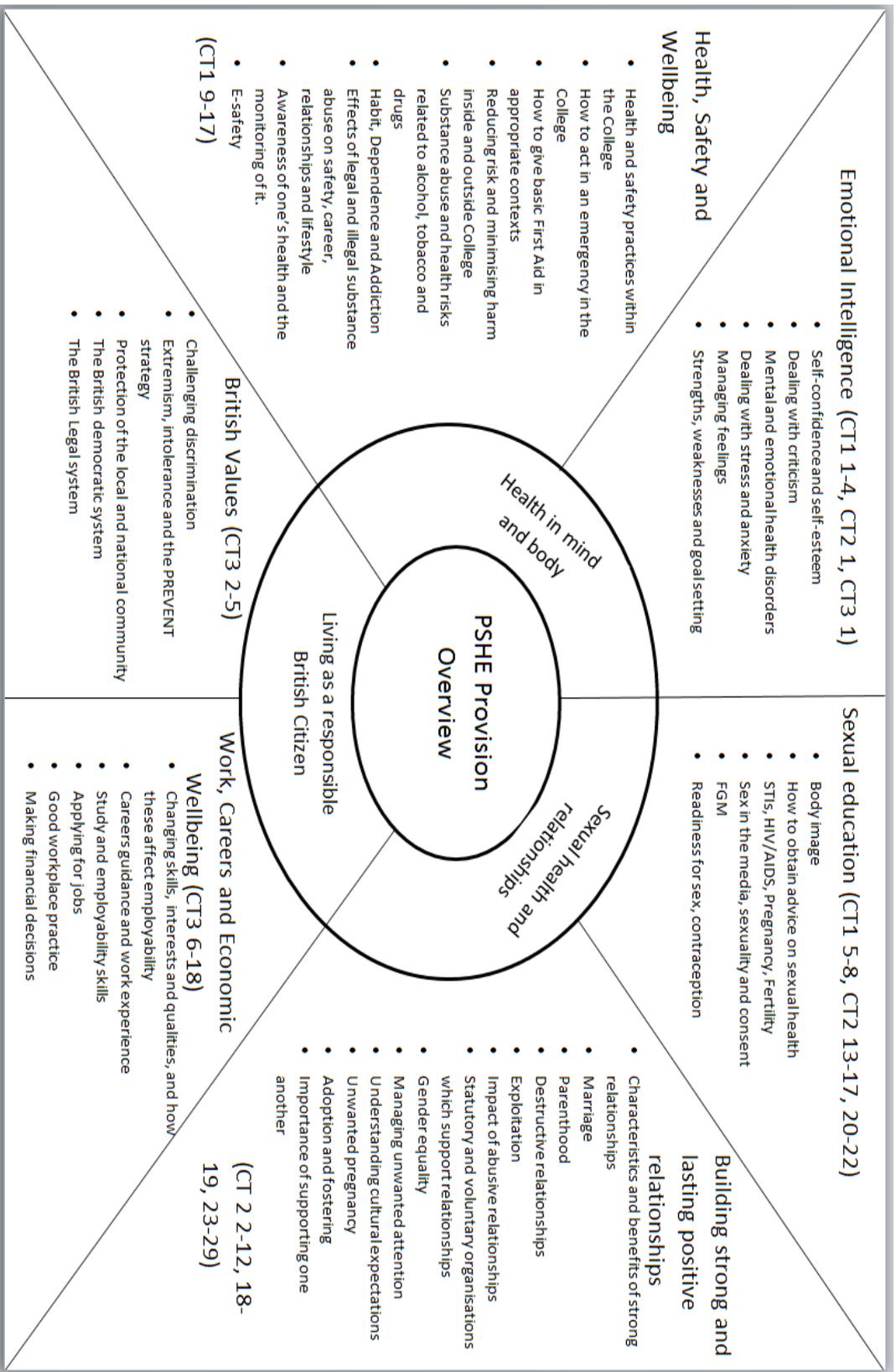
13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

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 9 PSHE programme

Autumn term

Week 1: Safeguarding

Week 2: Resilience

Week 3: Motivational speaker

Week 4: The importance of goals and target setting/Months Marks

Week 5: Your image and making the right impression

Week 6: Managing your feelings

Week 7: Making friends and managing friendship issues

Week 8: Making your own decisions

Week 9: You as a consumer

Week 10: The Dark Web and cybercrime

Week 11: Online safety

Week 12: Racism and discrimination

Week 13: Social care in the UK

Spring term

Week 1: Civil liberties

Week 2: Dealing with loss

Week 3: Counselling and seeking help

Week 4: Drugs and drug taking

Week 5: Discussion of a current news story

Week 6: Crimes and punishment

Week 7: Gangs and knife crime

Week 8: Being assertive

Week 9: What job suits you?

Week 10: Discovering careers, qualifications and course

Week 11: Discussion of a current news story

Summer term

Week 1: Qualifications and courses

Week 2: The power of the press

Week 3: Youth justice

Week 4: Political parties

Week 5: Safer sex, STIs and AIDs

Week 6: Banking and ways of saving

Week 7: You as a consumer

Week 8: Being a green/ethical consumer

Week 9: Multinational corporations versus artisan independents

Week 10: Global warming and renewable energy

Week 11: The role of the UN

Week 12: Mental illness and depression

Week 13: Poverty and homelessness

Year 10 PSHE programme

Autumn term

Week 1: Safeguarding

Week 2: Resilience

Week 3: Motivational speaker

Week 4: Setting goals and targets, and Months Marks

Week 5: Developing your identity and image

Week 6: Managing your emotions

Half term break

Week 7: Changing relationships

Week 8: Healthy eating

Week 9: Criminal and civil law

Week 10: UK laws

Week 11: Online safety

Week 12: Prejudice and discrimination

Week 13: UK government, elections and voting

Spring term

Week 1: Safe sex and contraception

Week 2: Drugs and alcohol

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: Safeguarding

Week 2: Resilience

Week 3: Motivational speaker

Week 4: Setting goals and targets, and Months Marks

Week 5: Developing your own values

Week 6: Managing your time and studies

Half term break

Week 7: Marriage, partnerships and commitment, including domestic violence and coercive control

Week 8: Healthy eating

Week 9: Human Rights

Week 10: Criminal responsibility and the youth justice system

Week 11: Online safety

Week 12: Media and free speech

Week 13: The right to protest

Spring term

Week 1: Drugs and substance abuse

Week 2: Alcohol

Week 3: Abortion

Week 4: Safer sex, including HIV and contraception

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 GCSE 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.

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?

PSHE and RSE Delivery Plan for Sixth Form

Week no.	Year 12	Year 13
1	Safeguarding	Safeguarding
2	Resilience	Resilience
3	Motivational speaker	Motivational speaker
4	Setting goals and targets, Months Marks	Setting goals and targets, Months Marks
5	Extra-curricular activities, work experience and volunteering	An introduction to UK law - contracts and employment law
6	Degree apprenticeships and choosing your post-16 pathway	Why we pay tax/salaries, tax and national insurance in the UK
7	Mental health and wellbeing	How important is ambition? Workplace progression and pay rises
8	Half term	Half term
9	UK government	Modern patterns of employment, the future of work and different types of employment (including self employment and the gig economy)
10	What is democracy, and what are the alternatives? The UK electoral system	Insomnia and stress
11	Why do we vote, elections and referenda	The importance of financial security. Buying your first home
12	The power of individuals. Pressure groups.	Broadening your horizons, including taking a gap year
13	Prejudice and discrimination	Passive, assertive or aggressive? Negotiating differences and workplace harassment
14	The Equality Act	Travel and appreciating different cultures
15	Mock exams	Mock exams
16	Christmas	Christmas
17	Christmas	Christmas
18	Body image including cosmetic surgery and gender-confirming surgery	Positive dialogue including negotiating difficulties
19	Eating disorders	Workplace harassment

20	Mental health, anxiety and depression	Part-time and casual jobs, the gig economy
21	Illnesses, health services and basic First Aid	Employment contracts (including zero hours)
22	Cancer and screening	Salary, tax, national insurance, pensions
23	Healthy diet on a budget	Debt management
24	Half term	Half term
25	Ending relationships respectfully	Taking a gap year
26	Harassment and stalking (incl. issue of consent and coercive control)	Buying your first home
27	Unplanned pregnancy and young parenthood incl, contraception and emergency contraception	Travelling in the UK and overseas incl. personal safety
28	Forced marriage and honour-based violence	Easter mock revision
29	Easter mocks	Easter mocks
30	Easter mocks	Easter mocks
31	Easter	Easter
32	Easter	Easter
33	UK government and main political parties	Social media and its distortion of perspective
34	Policies and choosing a party	Being a consumer of online information including propaganda and manipulation
35	Elections and referendums	Maintaining a professional online presence
36	Electoral system	Revision and time management (discussion)
37	Pressure groups e.g. Extinction Rebellion	Revision and time management (feedback of practice)
38	Half term	Half term
39	UCAS	Study leave
40	End of year assessments	Study leave
41	End of year assessments	Study leave
42	Futures week	Study leave

RSHE British Values Assessment

Name: _____

- In which city is the House of Parliament? _____ (1)
- The official name of the building is the Palace of _____ (1)
- Match the following words to the definitions: (5)

A) Parliament	B) Government	C) Constituency	D) Research	E) Opposition
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Q Area where an election happens in which the winner becomes an MP

R) Group of politicians who argue against the government

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

GO) Constituency (leader of the United Kingdom)

V) Group of politicians which run the country

- In which year was the last General Election in the United Kingdom? _____ (1)
- Which political party won the election? _____ (1)
- 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 next 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 are the crimes below, give the maximum prison sentence: (5)

Murder	_____
Possession of a gun with intent to cause violence	_____
Causing death by dangerous driving	_____

Recently approved statute _____

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) H_____ 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_____ (614) R_____ (4)

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

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

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

18) What is the Pavee Star? 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 L_____ (3) Individual L_____ (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 _____

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Murder	_____
Possession of a gun with intent to cause violence	_____
Causing death by dangerous driving	_____



Scheme of Work

<p>Specific unit content</p> <p>Week One Initial assessment</p> <p>Week Two The British Democratic system</p>	<p>Differentiated learning objectives (M – S – C)</p> <p>As all students are sitting a standardised knowledge and learning following this initial lesson will offer differentiation.</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>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>Students watch the video <i>How Parliament works in nearly 60 seconds</i> and then complete key word definitions. This is followed by the video <i>How the general election works in nearly 60 seconds</i> where</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>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>Assessment</p> <p>Incoming knowledge test</p> <p>British Values scenario test</p> <p>Completed definitions, peer assessed.</p> <p>Completed flow chart on general elections with varied levels of detail, self-assessed.</p>	<p>Final Assessment Requirements</p> <p>Assessment on Knowledge through test and skills through scenarios based on topic</p>
<p>Subject</p> <p>PSHE</p>					
<p>Year Group</p> <p>GCSE</p>					
<p>Unit content overview:</p> <p>British Democratic and Legal systems</p> <p>The protection of local and national community</p> <p>Challenging discrimination & extremism through PREVENT</p>					
<p>Term: Within PSHE Programme</p> <p>Title: British Values</p> <p>Homework</p> <p>N/A</p>					

