

Ealing Independent College

PSHCEE and SMSC policy

(Personal Social, Health, Citizenship and Economic Education &
Spiritual, Moral, Social and Cultural Education)

BELLEVUE | EDUCATION

Created June 2016

Updated June 2017

Annual Review

Relevant statutory regulations

The Education (Independent School Standards) Regulations 2014, Part 1 Ref to the Equalities Act 2010

1 Aims

- 1.1 This policy sets out Ealing Independent College's PSHCEE provision and the ethos that underpins the PSHCEE curriculum – the three core key themes are Health & Wellbeing, Relationships and Living in the Wider World. The policy explains the methods of delivery and how the school meets national regulatory guidelines and expectations for the coverage of this area in Senior School Education.
- 1.2 The School's PSHE programme reflects the School's aims and ethos and encourages respect for other people with particular regard to the protected characteristics under the Equality Act 2010. The Act 2010 defines these, for the purposes of the schools provision, as race, gender, sexual orientation, disability, religion or belief, gender reassignment, pregnancy and maternity.

2 Introduction

- 2.1 The School has approximately 145 students ranging in age from 13 to 19. They come from across the world and represent diverse cultures and socio-economic backgrounds. They are welcomed into the School community which celebrates its openness, tolerance and respect for all. In such a community PSHCEE plays a vital role in supporting every student's welfare and ability to be happy and successful at school and in his/her wider life.
- 2.1 The PSHCEE programme is adapted to suit the differing needs of students as they move through the school and teachers pay close attention to the individuals within their groups. The focus is on open and supportive sessions where every student is encouraged to contribute and feel safe and welcome to speak, ask questions or assert opinions.
- 2.3 This policy should be read in conjunction with the College's [Curriculum Policy](#) and [Promoting British Values Policy](#).

3 British Values and those of Ealing Independent College

3.1 The School is a community which is

- a. Caring
- b. Friendly
- c. Inspires students to develop strengths and passions
- d. Challenges students to seek highest academic and personal standards

3.2 The School considers the following values and aims to be central to our life as a community:

- Enjoy their school days and flourish as individuals, developing healthy and balanced approaches to their own wellbeing. A healthy approach to a happy, balanced and active life
- Develop their intellectual curiosity, passions and rigour as a foundation for a lifelong love of learning.
- Engage in a range of activities and opportunities beyond the curriculum to develop their skills, talents and interests.
- Learn to think independently, creatively and critically to develop their resilience and enjoyment of challenge.
- Develop the confidence to express their own voice and the self-belief to realise that anything is possible.

- Develop a sense of active social responsibility, respect for others, generosity of spirit, tolerance and compassion.

As part of these aims we will promote:

- a. Fairness
- b. Honesty
- c. Respect
- d. Forgiveness

3.3 These values are reinforced through the PSHCEE programme and throughout the life of the School.

3.4 British Values are at the core of PSHCEE teaching in the dedicated sessions and tutorial programme. Where appropriate, PSHCEE lessons can be used for the delivery of lessons designed to promote key British Values, particularly those pertaining to tolerance and respect for different beliefs and faiths, the rule of law, a broad knowledge of and respect for public institutions and services in England, the understanding and upholding of democratic values and an understanding of 'right' and 'wrong' and respect for civil and criminal law (see Promoting Fundamental British values Policy). British values underpin ongoing PSHCEE teaching and comprise the initial part of the Scheme of Work for each topic area.

4 Staffing and provision for PSHCEE

4.1 PSHCEE provision for teaching is made up of teachers from across the subject range of the school who are co-ordinated, trained and resourced by the Director of Studies and the Vice Principal (Pastoral). The commitment is one teaching period, and topics are covered on a carousel basis. PSHCEE is delivered in 40 minute sessions on a weekly basis in year 10 and at Year 11, according to schemes of work created in conjunction with DfE guidelines and the PSHE Association. Full school assemblies (held weekly) involve PSHCEE themes and the tutorial programme which follows assembly facilitates discussion and further development of themes. The assemblies are conducted by the Principal, Vice Principal, Director of Studies, Student Council, students or visiting speakers are invited in to deliver a particular theme.

5 Curriculum

5.1 The curriculum is based on the National Curriculum specifications for PSHE: Health & Well-being, Relationships and Living in the Wider World. After auditing the School's coverage of the issues shown in the NC, some elements are also covered or enriched by other departments such as ICT and Biology. Specific issues relating to E-Safety, Sex & Relationships Education, Drug and Substance Education, Equality and Diversity, Bullying and Healthy Eating are addressed separately in the related policies.

5.2 The curriculum is also supported through the work of personal Tutors and weekly school Assemblies.

5.3 The remaining specific elements are taught within the department. PSHCEE is considered to be an extremely valuable element of the School curriculum and the Director of Studies and Vice-Principal (Pastoral) reviews its provision regularly.

5.4 The curriculum is broken down according to the year group of the pupils and an overview is presented in Appendix 1, which gives details of the PSHCEE Carousel of Topic Areas.

5.5 How each PSHCEE learning objective is met and enriched is detailed in Appendix 2, but has the following broad themes:

Year 9/10: Settling In and changes

British Values and Identity and the beliefs of other cultures, faiths and beliefs, Health, Hygiene (including Body Odour, sanitary towels, healthy eating, healthy computer use, sun safety). Introduction to the body, emotional health, online safety, money and good relationships.

Relationships

Fundamental British Values (including an understanding that the freedom to hold other faiths and beliefs is protected by law, an acceptance that people have different faiths and beliefs and an understanding of the importance of identifying and combating discrimination), cultural awareness, tolerance and identity, E-safety (including in light of the Prevent Duty), friends, family, boyfriends etc (including Bullying, prejudicial and discriminatory behaviour, sexuality – the legal aspects also), mental health and coping with stress and anxiety, money, risk-taking, drugs. Options and choices. Drinking, smoking, drugs

Fundamental British values (including an understanding of the democratic process, role and function of public institutions and understanding of 'right' from 'wrong') cultural awareness, tolerance, Prevent and Identity, E-Safety (including in light of the Prevent Duty), healthy eating, the media and social pressures, consumerism, careers, covering legal and health issues, therefore incorporating some of the citizenship requirements, alcohol and substance abuse, continuation of age appropriate SRE, emotional health.

Year 11: Teenage issues

Fundamental British values, human rights, how to avoid being drawn into extremism (including on-line), democracy and identity, E-Safety, contraception, STDs, eating, depression, stress, abortion, gender, the laws about sex, domestic violence, drugs

British values and identity, e-Safety with the addition of self-awareness and a concentration on managing risk-taking activities, sex and relationships, drugs and substance abuse, ongoing careers and moving on in education, business and economic education, mental and emotional health and well-being, coping with stress, anxiety and the pressure of examinations.

Assemblies' programme

5.6 This programme is delivered by the Principal, Vice Principal and Director of Studies and also involves a selection of speakers from a range of backgrounds, broadly covering areas of the PSHE curriculum for the Sixth Form but with the additional aim of introducing pupils to a range of ideas and experiences. Topics include Prevent, Radicalisation, British Values, FGM, cultural awareness, street awareness (with the local police liaison officer), and alcohol abuse and drug awareness. The assembly programme from the Autumn term of last year can be found in Appendix 5.

5.7 The following ground rules are provided for Staff taking PSHE lessons:

- a. Information should never be personalised, by the teacher or by the pupils. Try to encourage them to speak anecdotally in the abstract, rather than telling stories about their friends, relations etc. Stick to the same rules when conducting a lesson.
- b. Work produced in PSHE lessons will never be marked. Prep will never be set. The students have a folder in which to keep their work if they wish to, but they do not have to.
- c. The students will never be forced to contribute to a class discussion, but an atmosphere should be created in which most feel they can. A variety of lesson styles will be made available so as to try to engage everyone.

6 Spiritual Moral, Social and Cultural Development of pupils

- 6.1 Spiritual Development - School experiences can make a significant impact on spiritual development. Therefore, PSHE, assemblies and certain content in the tutorial sessions and subject areas aim to help pupils gain an understanding of themselves and their feelings emotionally and spiritually. We aim to help pupils build self-esteem and self-knowledge, whilst developing a curiosity towards and respect for others' beliefs.
- 6.2 Moral Development - The school aims to help pupils gain an understanding their attitudes and behaviour and how it defines what is right and wrong. Pupils will be able to talk about being considerate, and how to maintain a happy and friendly school.
- 6.3 Social Development - the PSHE, tutorials, assembly programmes aim to assist pupils with functioning effectively in society. They will enable pupils to develop positive working relationships with other members of the school and outside community. Pupils will also gain an understanding of the wider communities through PSHE, assembly and tutorial sessions. The school will actively promote fundamental British values and principles.
- 6.4 Cultural Development - Pupils will gain an insight and understanding of ethnic and cultural diversity of the world. They will learn to respect others' cultural environments, beliefs and values through PSHE, tutorial sessions, assemblies and lesson content in some subject areas.
- 6.5 In line with DfE guidance SMSC is 'infused' within the day to day operation of the School and that the school code of conduct supports and promotes this ethos.

7 Assessment

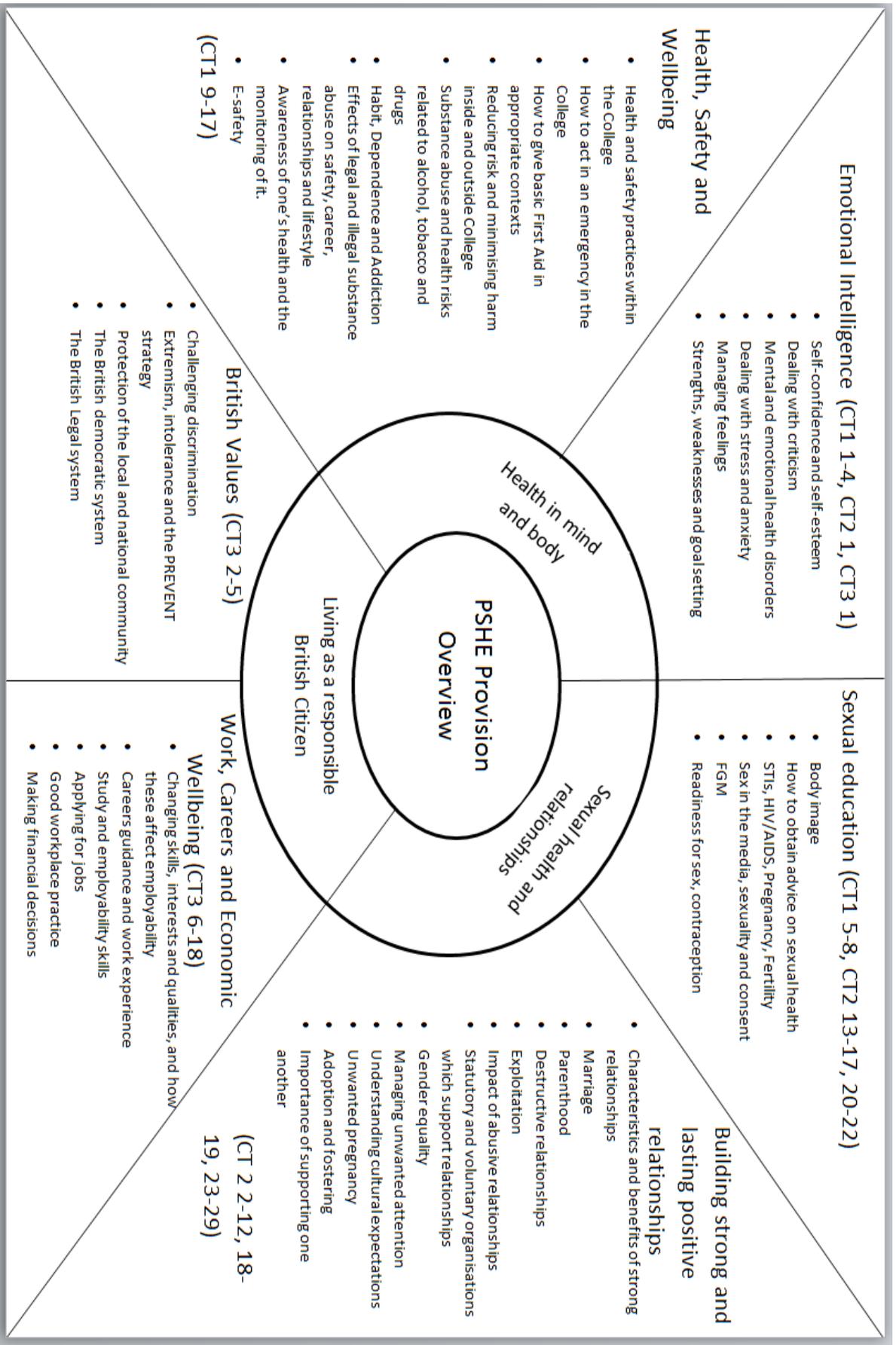
- 7.1 Upon embarking on each topic within the PSHCEE curriculum, students will sit a baseline assessment made up of multiple choice or short answer questions which will measure the degree of knowledge students have in that particular topic area, along with extended answer questions which will test their skills in the subject, with particular reference to Spiritual, Moral, Social and Cultural considerations. Appendix 3 shows an example of assessment within PSHCEE.
- 7.2 At the end of the teaching in the topic, students are retested and regraded. This shows progress in knowledge each topic area (short questions), and in Spiritual, Moral, Social and Cultural development (extended answers). An example scheme of work is shown in Appendix 4.

8 Related Policies

- a. Child Protection (Safeguarding) Policy
- b. E-safety Policy (included in the Child Protection Policy)
- c. Anti-bullying Policy
- d. Promoting Fundamental British Values

Opting out of Sex Education

Parents can opt out if they prefer, though this is not recommended. A letter can be sent out by request for parental consent for withdrawal from lessons concerning sexual education.



Appendix 2

PSHE Programme of Study delivery and enrichment

Health and Wellbeing

| Learning Objective: | Area of PSHE Carousel provision: | Enriched through: |
|--|----------------------------------|---|
| To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others | Emotional Intelligence | Form Tutor Periods and target setting within that |
| To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism | Emotional Intelligence | Form Tutor Periods and target setting within that |
| The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression) | Emotional Intelligence | Outside speaker - Ealing CAMHS/IAPT |
| Strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support | Emotional Intelligence | Outside speaker- Ealing CAMHS/IAPT |
| Where and how to obtain health information, advice and support (including sexual health services) | Health and Sexual Education | Outside speaker - Ealing Council Sexual Health Services |
| To take increased responsibility for monitoring their own health (including testicular and breast self-examination) | Health and Sexual Education | Biology |
| How lifestyle choices affect a foetus | Health and Sexual Education | Biology |
| About STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk | Health and Sexual Education | Biology |
| To recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes | Health and Sexual Education | Biology |
| About health risks and issues related to this, including cosmetic procedures | Health and Sexual Education | Biology |
| How to recognise and follow health and safety procedures | Health and Safety Education | Student Induction programme |
| How to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts | Health and Safety Education | Links with St John's Ambulance |
| About personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel) | Health and Safety Education | Visiting Speaker - Police |
| The short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke | Health and Safety Education | Outside Speaker |
| Understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if | Health and Safety Education | Outside speaker |

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| they have concerns | | |
| The wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle | Health and Safety Education | Biology Outside speaker |
| About checking yourself for cancer and other illnesses, including knowing what to do if you are feeling unwell and checking for signs of illness; and how to overcome worries about seeking help and being an assertive user of the NHS | Health and Sexual Education | Outside speaker |

Relationships

| Learning Objective: | Area of PSHE Carousel provision: | Enriched through: |
|---|--|---|
| Strategies to manage strong emotions and feelings | Emotional Intelligence | Form Tutor Periods and target setting within that |
| The characteristics and benefits of positive, strong, supportive, equal relationships | Building strong and Positive Relationships | English Literature |
| That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other | Building strong and Positive Relationships | English Literature |
| Parenting skills and qualities and their central importance to family life (including the implications of young parenthood) | Building strong and Positive Relationships | English Literature |
| To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk | Building strong and Positive Relationships | English Literature |
| Managing changes in personal relationships including the ending of relationships | Building strong and Positive Relationships | English Literature |
| To develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond | Building strong and Positive Relationships | ICT |
| About the concept of consent in relevant, age-appropriate contexts | Building strong and Positive Relationships | Outside speaker – Ealing Council Sexual Health Services |
| About impact of domestic abuse (including sources of help and support) | Building strong and Positive Relationships | English Literature |
| The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances | Building strong and Positive Relationships | English Literature |
| About statutory and voluntary | Building strong and Positive | Outside Speaker |

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| organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement | Relationships | |
| How to access such organisations and other sources of information, advice and support | Building strong and Positive Relationships | Outside speaker |
| About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them | Health and Sexual Education | Outside speaker – Ealing Council Sexual Health Services |
| To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism) | Health and Sexual Education | Outside speaker – Ealing Council Sexual Health Services |
| How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity | Health and Sexual Education | Outside speaker – Ealing Council Sexual Health Services |
| To recognise when others are using manipulation, persuasion or coercion and how to respond | Building strong and Positive Relationships | English Literature |
| To understand the pernicious influence of gender double standards and victim-blaming | Building strong and Positive Relationships | English Literature Religious Studies |
| To recognise the impact of drugs and alcohol on choices and sexual behaviour | Health and Sexual Education | Biology |
| To manage unwanted attention in a variety of contexts (including harassment and stalking) | Building strong and Positive Relationships | ICT |
| To understand and respect others' faith and cultural expectations concerning relationships and sexual activity | Health and Sexual Education | Religious Studies |
| To assess readiness for sex | Health and Sexual Education | Biology |
| About accessing and the correct use of contraception, negotiating condom use | Health and Sexual Education | Biology |
| To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) | Building strong and Positive Relationships | English Literature |
| The reasons why parents choose to adopt/foster or to place children for adoption/fostering | Building strong and Positive Relationships | Outside speaker – Ealing Council Sexual Health Services |
| About abortion, including the current legal position and the range of beliefs and opinions about it | Building strong and Positive Relationships | Outside speaker – Ealing Council Sexual Health Services |
| The pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support | Building strong and Positive Relationships | Outside speaker – Ealing Council Sexual Health Services |

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| That fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age | Health and Sexual Education | Biology |
| About the options open to people who are not able to conceive | Health and Sexual Education | Biology |
| The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support) | Building strong and Positive Relationships | Form Tutor Periods and target setting within that |

Living in the Wider World



| Learning Objective: | Area of PSHE Carousel provision: | Enriched through: |
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| To evaluate their own personal strengths and areas for development and to use this to inform goal setting | Emotional Intelligence | Form Tutor Periods and target setting within that |
| About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace | British Values | History |
| To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence) | British Values | History Religious Studies |
| To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern | British Values | Visiting Speaker - Police |
| About harassment and how to manage this (including the workplace) | Work, Careers and Economic Wellbeing | Visiting Speaker - Citizens Advice Bureau |
| How their strengths, interests, skills and qualities are changing and how these relate to future employability | Work, Careers and Economic Wellbeing | College Careers Advisor |
| About the information, advice and guidance available to them and how to access it | Work, Careers and Economic Wellbeing | College Careers Advisor |
| To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) | Work, Careers and Economic Wellbeing | Form Tutor Periods, study skills and target setting within that ICT |
| About the range of opportunities available to them for career progression, including in education, training and employment | Work, Careers and Economic Wellbeing | College Careers Advisor Visiting speaker - Volunteering (Youth Ambassador Scheme) |
| About changing patterns of employment (local, national, European and global) | Work, Careers and Economic Wellbeing | College Careers Advisor |
| To take full advantage of any opportunities for work experience that are available | Work, Careers and Economic Wellbeing | Visiting speaker - Volunteering (Youth Ambassador Scheme) |
| About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) | Work, Careers and Economic Wellbeing | Visiting Speaker - Citizens Advice Bureau |

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| About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image') | Work, Careers and Economic Wellbeing | Visiting Speaker - Citizens Advice Bureau |
| About confidentiality in the workplace, when it should be kept and when it might need to be broken | Work, Careers and Economic Wellbeing | Visiting Speaker - Citizens Advice Bureau |
| To develop their career identity, including how to maximise their chances when applying for education or employment opportunities | Work, Careers and Economic Wellbeing | College Careers Advisor Visiting speaker - Volunteering (Youth Ambassador Scheme) |
| To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms) | Work, Careers and Economic Wellbeing | Mathematics |
| To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices | Work, Careers and Economic Wellbeing | Visiting Speaker - Citizens Advice Bureau |
| Their consumer rights and how to seek redress | Work, Careers and Economic Wellbeing | Visiting Speaker - Citizens Advice Bureau |

BOHE British Values Assessment

- Name _____
- 1) In which city is the Houses of Parliament? _____ (1)
 - 2) The official name of the building is the Palace of _____ (1)
 - 3) Match the following words to the definitions: (5)
 A) Parliament B) Government C) Constituency D) Research E) Opposition
 a) Area where an election happens in which the winner becomes an MP
 b) Group of politicians who argue against the government
 c) Forum in which politicians debate the issues of the day
 d) _____ (leader of the United Kingdom)
 e) 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 was 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 most 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) Next to the crimes below, give the maximum prison sentence: (5)
 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) 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. _____ (4,10) R. _____ (4)
 - 15) Which act means that you are protected from discrimination? _____ (1)
 - 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 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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|  <p>Scheme of Work</p> | | Subject | Year Group | Final Assessment Requirements |
| | | PSHE | GCSE | Assessment on Knowledge through test and skills through scenarios based on topic |
| <p>Unit content overview: British Democratic and Legal systems The protection of local and national community Challenging discrimination & extremism through PREVENT</p> | | | | |
| Term: | Within PSHE Programme | Teaching and Learning Activities | Opportunities for Independent learning | Assessment |
| Title: | British Values | Students firstly complete test of current knowledge with regards to this area, then complete extended, written answers to scenario questions. | Students demonstrate incoming level of understanding through closed questioning of knowledge test, then showcase independence through response to scenarios. | Homework |
| Specific unit content | Differentiated learning objectives (M – S – C) As all students are sitting a standardised knowledge and scenario test, teaching and learning following this initial lesson will offer differentiation. | 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 | 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. | Incoming knowledge test British Values scenario test |
| Week One Initial assessment | M: Students must be able to define the following terms: Parliament, Government, Opposition, Houses of Commons and Lords, Constituency, Monarch S: Students should be able to explain how UK | | | Completed definitions, peer assessed. Completed flow chart on general elections with varied levels of detail, self-assessed. |
| Week Two The British Democratic system | | | | 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? |

Appendix 5



| ASSEMBLY PROGRAMME | | Autumn Term 2016 | |
|----------------------------|---|---|---------------------------------------|
| Date | Topic | Speaker | Special Risk assessment required? Y/N |
| 7 th September | Student Induction | IGM | N |
| 14 th September | Carbon - connections | IGM | N |
| 21 st September | Risk assessments | IGM/EC | N |
| 28 th September | Youth Ambassador Scheme - Importance of volunteering in the local community | Dezi Ramsey | Y |
| 5 th October | Life as a Christian in Modern Britain | Rev. Simon Cuff - curate of Christ the Saviour, Ealing Broadway | Y |
| 12 th October | Target grades/tracking | AC | N |
| 19 th October | Life as a Buddhist in Modern Britain | West London Buddhist Centre - Ratnaprabha | Y |
| 26 th October | HALF TERM | | |
| 2 nd November | Life as a Muslim in Modern Britain | Naif Sheikh - project head of 'Discover Islam' | Y |
| 9 th November | Remembrance | AC | N |
| 16 th November | E- safety (ii) | IGM | N |
| 23 rd November | British Values - rule of law and democracy | PB | N |
| 30 th November | US elections and the different political system compared with UK | AC | N |
| 7 th December | Romanticism - a way of thinking | IGM | N |
| 14 th December | MOCK EXAM WEEK | | |