

# **Ealing Independent College**

## **Relationship and Relationship and Sex Education and PSHE Policy**

This policy applies all pupils in the College



Created: July 2020

Reviewed: August 2025  
by

Vice Principal

Checked by Principal

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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 in 2021 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 RSHE curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204). Please refer to the Equal Opportunities Policy.

## **3 Roles and Responsibilities**

3.1 From September 2020 PSHE and RSE delivery will be monitored by the Vice Principal. The Vice Principal 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 Form Tutors, and students receive one lesson per week. These sessions begin with a yeargroup assembly, and the students then go to their form classes so that issues can be discussed in smaller groups. These assembly sessions are delivered by a variety of staff meaning that the most appropriate staff member can be chosen for each topic. Tutor activities are also prepared by the Vice Principal and other staff members so that form times are also used to deliver these topics.

Some sessions are delivered by trusted outside speakers, for example the topics of consent and contraception, and inspiring outside speakers are also used for motivational topics.

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.

The delivery of PSHE and RSE is as follows:

Years 9-11	Years 12-13
<ul style="list-style-type: none"><li>- One weekly year group assembly followed by a PSHE session in form classes with Form Tutor. The most appropriate staff member will be chosen to deliver the assembly. The schedule is set by the Vice Principal, taking into account advice from the PSHE Association</li><li>- Certain aspects of PSHE are taught through other subjects, for example Science</li></ul> <p>-certain topics are delivered by outside speakers, for example consent and contraception</p> <p>-PSHE is also delivered through individual pastoral care and guidance given to students</p>	<ul style="list-style-type: none"><li>- One weekly year group assembly is followed by a PSHE session in form classes with Form Tutor. The most appropriate staff member will be chosen to deliver the assembly. The schedule is set by the Vice Principal, taking into account advice from the PSHE Association</li><li>- Certain aspects of PSHE are taught through other subjects, for example Science</li></ul> <p>-certain topics are delivered by outside speakers, for example consent and contraception</p> <p>-PSHE is also delivered through individual pastoral care and guidance given to students</p>

<p>-PSHE is also delivered by the opportunities of students to be involved in the membership of, and leadership of, clubs and charity initiatives, as well as the Student Council</p>	<p>-PSHE is also delivered by the opportunities of students to be involved in the membership of, and leadership of, clubs and charity initiatives</p> <p>-Sixth Form students are also given the opportunity to be involved in the running of the college through election to the Student Leadership Team</p> <p>-The careers element of PSHE is also delivered through Futures Week in Year 12</p>
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The following Best Practice in PSHE Education guidance is followed:

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 2023, 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 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, protected characteristics 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, diverse families 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 any protected characteristics 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 modelled 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
<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>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.</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>



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/carers 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/carers 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 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. Summative assessments of progress in PSHE and RSE will also be made during the mock examinations, which take place three times a year.

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 Outside Speakers**

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

## Appendix 1 - PSHE and RSE Programme

Notes:

-each table refers to one week

-the order of teaching will vary from year to year according to the needs of the students. For example, if there are particular issues in a year group, then the programme will change to reflect this

-the number of tables below does not reflect the number of weeks in a school year. This is to allow for special guest speakers, as well as special assemblies relating to events such as Remembrance Day and Holocaust Memorial Day

-resources are updated every time they are taught to reflect the needs of the student cohort being taught that year

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Joint assembly with Y10 - safeguard	With Y9	Safeguarding	Safeguarding	Safeguarding
PSHE after assembly	Safeguarding task	Safeguarding task	Safeguarding task	Safeguarding task	Safeguarding task
Registration activity	Getting to know you	Getting to know you	Getting to know you	Getting to know you	Getting to know you

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Joint assembly with Y10 -Pillars of achievement	With Year 9	pillars of achievement	pillars of achievement	pillars of achievement
PSHE after assembly	Task related to assembly	Task related to assembly	Task related to assembly	Task related to assembly	Task related to assembly
Registration activity	You are unique	You are unique	Balanced life	Balanced life	Balanced life

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Goal setting/Months Marks	With Year 9	Goal setting/Months Marks	Goal setting/Months Marks	Goal setting/Months Marks
PSHE after assembly	Task related to assembly	Task related to assembly	Task related to assembly	Task related to assembly	Task related to assembly
Registration activity	Fundamental British Values	Fundamental British Values	Fundamental British Values	Fundamental British Values	Fundamental British Values

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Joint assembly with Y10 - E-safety	With Y9	E-safety	E-safety	E-safety
PSHE after assembly	Year 9 online safety	Year 10 online safety	Year 11 online safety	Sixth Form online safety	Sixth form online safety
Registration activity	The laws relating to online safety	The laws relating to online safety	The laws relating to online safety	The laws relating to online safety	The laws relating to online safety

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Being your best self	With Y9	Role models	Being a well-rounded person	Looks and body image
PSHE after assembly	Your image and making the right impression	Developing your identity and image	Developing your own values	Extra-curricular activities/work experience and volunteering	Body image
Registration activity	Social media	Social media	Social media	Social media	Social media

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Self-management and self-discipline	With Year 9	Study skills	Decision making	How important is ambition?
PSHE after assembly	Managing your feelings	Managing your emotions	Managing your time and studies	Degrees, apprenticeships and choosing your post-18 path	Workplace progression and pay rises
Registration activity	Resilience	Resilience	Resilience	Resilience	Resilience

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Relationships with others	Relationships with others	Family types	Recognising unhealthy relationships	Travelling abroad - laws and safety
PSHE after assembly	Making friends	Changing relationships, breaking up and divorce	Marriage, partnerships and commitment	Domestic violence, coercive control and harassment	Travelling abroad - laws and safety
Registration activity	Assertiveness and being able to say no	How to resolve conflict	The importance of work experience, including voluntary work	Driving safety	Travelling abroad - laws and safety

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Taking responsibility for yourself	Taking responsibility for yourself	Healthy eating	Study skills	Study skills
PSHE after assembly	Making your own decisions	Peer pressure	Exercise	Study skills	Study skills
Registration activity	Developing your confidence	Developing your confidence	Developing your confidence	Developing your confidence	Developing your confidence

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	An introduction to UK law	An introduction to UK law	An introduction to UK law	UK law	UK law
PSHE after assembly	You as a consumer	Criminal and civil law	Human rights	Contracts and employment law	Contracts and employment law
Registration activity	Sleep	sleep	Stopping smoking	Dealing with stress	Dealing with stress

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Sexual consent (outside speaker)	Sexual consent (outside speaker)	Sexual consent (outside speaker)	Sexual consent (outside speaker)	Sexual consent (outside speaker)
PSHE after assembly	Sexual consent (outside speaker)	Sexual consent (outside speaker)	Sexual consent (outside speaker)	Sexual consent (outside speaker)	Sexual consent (outside speaker)
Registration activity	The importance of reading	The importance of reading	The importance of reading	The importance of reading	The importance of reading

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Mental health and wellbeing	Mental health and wellbeing	Mental health and wellbeing	Mental health and wellbeing	Mental health and wellbeing
PSHE after assembly	Strategies for wellbeing	Anxiety and depression	Eating disorders	Anxiety and depression	Anxiety and depression
Registration activity	Prescription drugs	Treatments for mental health issues	Treatments for mental health issues	Treatments for mental health issues	Treatments for mental health issues

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	How the UK is governed	How the UK is governed	Mindset	How the UK is governed	Workplace skills
PSHE after assembly	Why do we pay tax?	Voting	Mindset	Current political issues	Salaries, tax and national insurance
Registration activity	Gangs	Gangs	Gangs	Gangs	Gangs

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Taking responsibility for your health	Taking responsibility for your health	How your body changes, including fertility and menopause	The pattern of UK employment	What is democracy, and what are the alternatives?
PSHE after assembly	Personal hygiene	Screening and self examination	Vaccinations	The gig economy	The UK electoral system
Registration activity	Tobacco and vaping	Tobacco and vaping	Tobacco and vaping	Tobacco and vaping	Tobacco and vaping



	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	The Equalities Act	The Equalities Act	The power of the media	How important is financial security?	Broadening your horizons
PSHE after assembly	Racism and discrimination	Prejudice and discrimination Equality and Equity	The media and free speech	Budgeting for adult life	Taking a gap year
Registration activity	Alcohol	Alcohol	Alcohol	Alcohol	Alcohol

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Being a good citizen, locally and globally	Being a good citizen, locally and globally	Being a good citizen, locally and globally	The power of individuals in making changes in society	Human rights in the UK and abroad
PSHE after assembly	UK government, elections and voting	UK government, elections and voting	The right to protest	Pressure groups	Human rights in the UK and abroad
Registration activity	Illegal drugs	Illegal drugs	Illegal drugs	Illegal drugs	Illegal drugs

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Post GCSE options	Post GCSE options	Post GCSE options	Effective CVs	Effective CVs
PSHE after assembly	Post GCSE options	Post GCSE options	Post GCSE options	Effective CVs	Effective CVs
Registration activity	Illegal drugs	Illegal drugs	Illegal drugs	Illegal drugs	Illegal drugs

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	What is a healthy relationship?	What is a healthy relationship?	What is addiction?	Effective letters of application	Effective letters of application
PSHE after assembly	Bullying and bystanders	Sexual harassment and coercive control	Gambling	Effective letters of application	Effective letters of application
Registration activity	World faiths	World faiths	World faiths	World faiths	World faiths

Week 7

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Healthcare in the UK	Healthcare in the UK	Blood, organ and stem cell donation	Job interviews	Job interviews
PSHE after assembly	Safe choices - sun, dental health, exercise	Tattoos and piercings	Blood, organ and stem cell donation	Job interviews	Job interviews
Registration activity	World faiths	World faiths	World faiths	World faiths	World faiths

Week 7

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Can you believe everything you read?	Can you believe everything you read?	Seeking advice and how to get help	Exploring faith	Setting up a small business
PSHE after assembly	The impact of advertising	Media bias	Teenage pregnancy and abortion	Exploring faith	Setting up a small business
Registration activity	World faiths	World faiths	World faiths	World faiths	World faiths

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Contraception (outside	Contraception (outside	Contraception (outside	Contraception (outside	Contraception (outside

	speaker)	speaker)	speaker)	speaker)	speaker)
PSHE after assembly	Contraception (outside speaker)	Contraception (outside speaker)	Contraception (outside speaker)	Contraception (outside speaker)	Contraception (outside speaker)
Registration activity	World faiths	World faiths	World faiths	World faiths	World faiths

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Budgeting	Budgeting	Debt	The power of the press	Property law - renting
PSHE after assembly	Budgeting	Budgeting	Debt	The power of the press	Buying your first home
Registration activity	World faiths	World faiths	World faiths	World faiths	World faiths

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	Personal safety	Personal safety	Personal safety	Personal safety	Environmental issues
PSHE after assembly	Personal safety	Personal safety	First aid	First aid	Environmental issues
Registration activity	Current affairs	Current affairs	Current affairs	Current affairs	Current affairs

	Year 9	Year 10	Year 11	Year 12	Year 13
Assembly	The youth justice system	The youth justice system	The youth justice system	The criminal justice system	Student finance
PSHE after assembly	The youth justice system	The youth justice system	The youth justice system	The criminal justice system	Student finance
Registration activity	Current affairs	Current affairs	Current affairs	Current affairs	Current affairs