



2f - RELATIONSHIPS AND SEX EDUCATION POLICY

This policy was developed in response to the following:

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

(DfES 2017)

Therefore Relationships Education must be taught in Key stage 2 and Relationships and Sex Education must be taught in Key stages 3 & 4.

“All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define Relationships and Sex education;
- Describe how Relationships and Sex education is provided and who is responsible for providing it;
- Say how Relationships and Sex education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly”

Relationships and Sex Education Guidance (DfEE 2017)

1. What Is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

2. Principles and Values

In addition Duke of Kent School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without

- any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationships and Sex Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships; learning about contraception, STI's and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- • the avoidance of unplanned pregnancy

3. Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for Relationships and Sex issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

4. Organisation and Content of Relationships and Sex Education

Duke of Kent School specifically delivers Relationships and Sex Education through its PSHE Programme and Science lessons at KS1 -KS4.

Much of the Relationships and Sex Education at Duke of Kent School takes place within PSHE lessons. Form Tutors generally deliver the PSHE Curriculum with support from professionals, where appropriate, including the Head of PSHE (G Herbert) the school nurse (C Sarjant). Form tutors work closely with their tutees and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science Curriculum are taught in every year group.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE co-ordinator (Graham Herbert) and the School Nurse (Chloe Sarjant) who collaborate to plan and deliver lessons where required.

5. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationships and Sex education is relevant to them.

6. Right of Withdrawal of Students from Relationships and Sex Education

Duke of Kent School will work closely with parents when planning and delivering the RSE curriculum. We will endeavour to communicate clearly, including a meeting with a focus group of parents who represent all age groups from Year 3 to Year 11. This meeting will enable parents to gain a greater understanding of the RSE curriculum. This will include when and how RSE lessons are taught. This meeting will give the opportunity for parents to share their views and raise any concerns. The RSE policy and schemes of work will be published on the School website for all parents to read.

Some parents prefer to take the responsibility for aspects of this element of education. However, under new guidance from the DFE, parents do not have the right to withdraw their children from Relationships Education in Years 3-11.

Primary Education - The right to withdraw from September 2020:

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum.

The Head Teacher must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the Head Teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child').

Where pupils are withdrawn from sex education, Duke of Kent School should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Secondary Education - The right of withdrawal from September 2020

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16. After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, Duke of Kent School should make arrangements to provide the child with sex education during one of those terms.'

Where pupils are withdrawn from sex education, Duke of Kent School will document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Parents are encouraged to discuss their decisions with The Head Teacher and Head of PSHE at the earliest opportunity. Parents are welcome to review any RSE resources the school uses (please contact the PSHE co-ordinator Graham Herbert).

7. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Staff receiving a disclosure have a responsibility to share information to safeguard the child safety and wellbeing.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- If a member of staff is made aware of this situation, they or the Head of Safeguarding will contact parents/careers to offer advice and discuss the situation.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures. Where a referral to an outside agency is made, parents will be informed unless this could result in harm or danger to the child.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken it will be.

8. Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will have an annual monitoring and evaluation exercise led by the PSHE Co-ordinator as outlined in the Departmental Handbook. This will involve termly meetings of the Head of PSHE with the

Heads of Sections, Head of Safeguarding, The School Nurse and Form Staff to discuss the programme. On top of this pupils will complete termly review sheets so that their concerns can be met and the policy can continue to evolve to specific needs.

**PSHE Lesson Overviews that includes Health, Relationships and Sex Education
Prep School Years 3-6**

Autumn Term		
Developing the overarching concepts of:	Through the contexts of:	
<p>Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p>Relationships (including different types and in different settings)</p> <p>Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)</p> <p>Diversity and equality (in all its forms)</p> <p>Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p>A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	<p>Autumn 1:</p> <p>Core theme 1: Health and wellbeing</p>	<p>Autumn 2:</p> <p>Core theme 1: Health and wellbeing</p>
	<p>Pupils should be taught:</p> <p>About managing change, including puberty, transition and loss</p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain physical, mental and emotional health and wellbeing</p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>	<p>Pupils should be taught:</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>How to respond in an emergency</p> <p>To identify different influences on health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>
	Essential Skills	
	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views to others</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Giving constructive feedback to others</p> <p>Looking at evidence</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Communicating ideas and views</p> <p>Empathy</p> <p>Resilience</p> <p>Self-reflection</p>

	<p>Making decisions and choices</p> <p>Managing pressure and stress</p> <p>Managing risk and personal safety</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising need for peer approval</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Self-managing feelings</p> <p>Self-reflection</p> <p>Setting challenging goals for self</p> <p>Team working</p>	
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Autumn Term		
	Lower key stage 2	Upper key stage 2
	Year 3 and 4	Year 5 and 6
	Minimum 10 sessions to include:	Minimum 10 sessions to include:
<p>Core theme 1:</p> <p>Health and Wellbeing</p>	<p>Healthy lifestyles:</p> <p>Making informed choices; balanced diet; hygiene</p> <p>Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p>Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>	<p>Healthy lifestyles:</p> <p>What influences our choices about health and wellbeing</p> <p>Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p>Keeping safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p>

Spring Term		
Developing the overarching concepts of:	Through the contexts of:	
	Spring 1	Spring 2
<p>Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p>Relationships (including different types and in different settings)</p> <p>Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)</p> <p>Diversity and equality (in all its forms)</p> <p>Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p>A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)</p>	<p>Core theme 2: Relationships</p>	<p>Core theme 2: Relationships</p>
	<p>Pupils should be taught:</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>Pupils should be taught:</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>How to respect equality and diversity in relationships.</p>
	Essential Skills	
	<p>Active listening</p> <p>Awareness of own needs</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Perception of how peers show feeling</p> <p>Recognising safe sources of support</p> <p>Resilience</p> <p>Resolving conflict</p> <p>Self-management</p> <p>Self-reflection</p> <p>Using constructive feedback</p>	<p>Active listening</p> <p>Affirming self and others</p> <p>Analysing and evaluating situation</p> <p>Communicating ideas to others</p> <p>Communicating ideas and views to others</p> <p>Empathy</p> <p>Giving constructive feedback</p> <p>Recognising distorted thinking</p> <p>Self-management</p> <p>Self-reflection</p>

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Spring Term		
	Lower key stage 2	Upper key stage 2
	Year 3 and 4 Minimum 10 session to include:	Year 5 and 6 Minimum 10 session to include:
Core theme 2: Relationships	<p>Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p>Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p> <p>Valuing difference: Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions</p>	<p>Feeling and emotions: recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p>Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p> <p>Valuing difference: Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice</p>

Summer Term			
Developing the overarching concepts of:	Through the contexts of:		
<p>Diversity and equality (in all its forms)</p> <p>Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)</p> <p>Career (including enterprise, employability and economic understanding)</p> <p><i>*It is important to read this section along with any guidance produced by citizenship education organisations such as the Association for Citizenship Teaching</i></p>	Summer 1 Living in the Wider World	Summer 2 Living in the Wider World	
		<p>Pupils should be taught:</p> <p>About respect for self and others</p> <p>The importance of responsible behaviours and actions</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>About different groups and communities</p> <p>To respect equality and to be a productive member of a diverse community</p>	<p>Pupils should be taught:</p> <p>About the importance of respecting and protecting the environment</p> <p>About where money comes from, keeping it safe, and the importance of managing it effectively</p> <p>How money plays an important part in people's lives</p> <p>A basic understanding of enterprise</p>
		Essential Skills	
		<p>Affirming self and others</p> <p>Analysing and evaluating situations</p> <p>Communicating ideas and views</p> <p>Drawing conclusions</p> <p>Empathy</p> <p>Formulating questions</p> <p>Gathering and using data (assessing validity and reliability)</p> <p>Giving constructive feedback to others</p> <p>Looking at evidence</p> <p>Making decisions and choices</p> <p>Managing risk and personal safety</p> <p>Negotiation</p> <p>Planning</p> <p>Recalling and applying knowledge and skills</p> <p>Recognising distorted thinking</p> <p>Resilience</p> <p>Resolving conflicts</p> <p>Self-reflection</p> <p>Setting challenging goals</p> <p>Team-working</p>	

Summer Term		
	Lower key stage 2	Upper key stage 2
	Year 3 and 4 Minimum 10 sessions to include:	Year 5 and 6 Minimum 10 sessions to include:
<p>Core theme 3:</p> <p>Living in the Wider World</p>	<p>Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p>Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p>Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise</p>	<p>Rights and responsibilities: topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p>Taking care of the environment: responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <p>Money matters: finance; earning money and deductions; enterprise</p>

Duke of Kent School PSHE Lesson Overview KS3 and KS4

Year 7

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>What do we mean by a healthy lifestyle? Health introduction.</p>	<p>Being an aspirational student</p>	<p>Keeping good friendships and avoiding toxic ones.</p>
<p>How can I keep healthy? Food groups, diet and nutrition.</p>	<p>The importance of self esteem</p>	<p>Family relationships – the different types and why we don't always get along.</p>
<p>Eating responsibly – Food labels and health hazards.</p>	<p>How can we budget our money?</p>	<p>Love and relationships – falling in love and dealing with new feelings.</p>
<p>Healthy Living – exercise and keeping active.</p>	<p>How can I create a personal budgeting plan? (2x hours)</p>	<p>Love and relationships – falling in love and dealing with new feelings.</p>
<p>Not eating healthily - what are the consequences?</p>	<p>What are savings, loans and interest?</p>	<p>Bullying or banter? Why do people bully others and how can we help stop this?</p>
<p>What's the big deal about energy drinks?</p>	<p>What are the different types of financial transactions?</p>	<p>What is cyberbullying? Why do people bully online?</p>
<p>The dangers of cigarettes and alcohol (2x hours)</p>	<p>What are the different types of financial products?</p>	<p>How do we keep safe and positive relationships (on and off-line)?</p>
<p>Puberty – what happens, when and why.</p>	<p>How can we shop ethically?</p>	<p>What are wants and needs and why do we need to know the difference?</p>
<p>Periods – what happens, when and why.</p>	<p>What are wants and needs and why do we need to know the difference?</p>	<p>What is my personal identity and why is diversity important?</p>
<p>FGM – what is this and why is it so dangerous?</p>	<p>How can we enjoy social media but keep our accounts safe and private?</p>	<p>Extremism – why does radicalisation happen and how does it challenge our values?</p>
	<p>What is stereotyping and prejudice? Racism focus.</p>	

Introduction to mental health issues

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depression focus.

What are drugs? Why are they dangerous? (class A, B and C)

How can we manage our anger?

How can we be resilient and face challenges?

Year 8

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Personal development and target setting – how can I improve my skills and behaviour?</p>	<p>Internet Safety – what is online grooming and why must we be so careful?</p>	<p>Body image and the media 2 – focus on girls</p>
<p>How can self-confidence boost our achievement?</p>	<p>How can we care for our environment and why is it changing? (2 hours)</p>	<p>What is consent and why is it important we know about it?</p>
<p>How can I manage my behaviour to achieve targets and goals?</p>	<p>Careers + development focus - how can we develop our communication skills?</p>	<p>What is sexting and why is it so risky to send personal images?</p>
<p>Why do teenage parents have it so tough? How we can avoid teenage pregnancy.</p>	<p>Careers + development focus - how can we develop our teamwork skills?</p>	<p>What is pornography and why can it be dangerous?</p>
<p>Stereotyping, discrimination and prejudice. Disability focus</p>	<p>How can we become entrepreneurs?</p>	<p>How can we prevent radicalisation and recognise the signs of extremism?</p>
<p>How can we look after ourselves and others in an emergency? Personal safety and first aid.</p>	<p>LGBT+ focus: Homophobia</p>	<p>Who are the extremist groups and why are they so dangerous?</p>
<p>What is vaping and is this as bad as smoking?</p>	<p>Finance – what is income and expenditure?</p>	<p>Where does extremism come from?</p>
<p>What is mindfulness? How can this aid positive mental health?</p>	<p>Finance – budgeting and saving personal finances</p>	<p>How do religious extremists attract converts?</p>
<p>What is mindfulness? How can this aid positive mental health?</p>	<p>Careers + Finance - What are national insurance and income tax? Reading payslips</p>	<p>Islamophobia – do Muslims really want Sharia Law in Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus.</p>

<p>Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours)</p> <p>Cancer Awareness</p>	<p>Why do we pay tax and how is this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus.</p>	<p>How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict – why do people run away from home and why is this so dangerous?</p> <p>Body image and the media with a focus on boys.</p>
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Year 9

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<p>Why do we need to keep to rules in order to succeed?</p>	<p>How does knife crime impact on our communities, why do teens get involved and what are the consequences?</p>	<p>Who are the LGBT+ community and what would they like us to know?</p>
<p>How can we foster a Growth Mindset to succeed and achieve?</p>	<p>How does the law deal with young offenders?</p>	<p>Why are British communities so diverse?</p>
<p>How can I develop interpersonal skills to help me succeed?</p>	<p>How can we be self-disciplined to achieve our aims at school and in the wider world?</p>	<p>Immigration and diversity focus.</p>
<p>How can we manage the stress of school and exams?</p>	<p>Employability Skills – preparing for and applying to the world of work and careers</p>	<p>What are domestic violence and abusive relationships?</p>
<p>Why do people take illegal drugs and what does the law say about drug use?</p>	<p>What other skills do we need to develop for the work environment?</p>	<p>Healthy and unhealthy relationships.</p>
<p>Why do people become selfie obsessed and consequences can this have?</p>	<p>What does it mean to be ‘enterprising’ and what is an ‘enterprising personality?’</p>	<p>CSE – how are children and young people lured into dangerous relationships and what do these look like?</p>
<p>What are the short and long-term consequences of excess alcohol drinking?</p>	<p>What is sustainability and why is this essential to our environment?</p>	
<p>What is self-harm and why do people do this?</p>	<p>Navigating accounts, savings loans and financial institutions.</p>	<p>Body image and the media</p>
<p>Why can’t some people access education?</p>	<p>What rights do we have as shoppers and consumers?</p>	<p>3 – does the media contribute to eating disorders?</p>
<p>How are we protected from prejudice and discrimination?</p>	<p>How can I stay financially savvy and avoid debt?</p>	<p>Can we respect and celebrate British values and the religion and culture of our choice? (2 hour display</p>
<p></p>	<p>What can we learn from successful business</p>	

<p>Mental health – how can I deal with and manage anxiety?</p> <p>Acid attacks – why are these on the increase and what can we do if we witness one?</p>	<p>people and entrepreneurs.</p> <p>Should we sent aid to foreign countries – is aid the answer?</p> <p>How can extreme views lead to human rights abuses and atrocities?</p>	<p>lesson)</p> <p>What is peer-pressure – why is it so powerful and how can we overcome this?</p> <p>How do we have safe sex and use different forms of contraception.</p> <p>How do we keep good sexual health and avoid STIs?</p>
		<p>What is consent and why is it important we know about it?</p>

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
How can we manage our time effectively to help us succeed?	What is Fake News and why do we need critical thinking skills? (2 hours)	Same sex relationships (LGBT+)
Can tattoos and piercings be dangerous?	What is anti-social behaviour and how does this affect communities?	What are forced and arranged marriages and what do we need to know?
Why do some people commit suicide?	How can we successfully prepare for work experience?	Gender and Trans Identity LGBT+
How can we manage grief and bereavement?	What rights and responsibilities do we have in the workplace?	How can we manage conflict successfully?
How can we manage social anxiety?	What is money laundering and why are some students taken in by this crime?	Why do sexism, gender prejudice and stereotypes still exist?
Why do some people become homeless and why is homelessness on the increase?	What are employers looking for in CVs?	What is community cohesion and why is this important? (British Values)
What are hate crimes and why do these still happen?	British Values – how does the criminal justice system work?	Revenge Porn – what is this and how can we prevent ourselves from being victims?
What is binge drinking, what are the risks and why do people still do it?	What is overt and covert racism and why are people still prejudiced?	Do we have healthy or unhealthy relationships with our role models?
Study Skills – the power of mind and memory.	Why do some religious people become terrorists?	Harassment and stalking – what are these things and what does the law say about it?
Social Media and Self-Esteem	Why pursue a career in the STEM industries?	Parenting, the different types and styles and looking after a child.
Internet Safety – the dangers of excessive screen time	How do we choose a career that suits our personality, ambition and qualifications?	
How can we take steps to live more sustainably? (carbon footprint)	Crime, gangs and County Lines (2 hours)	
	Why do we still need an International Women’s Day?	

Year 11

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
Why is PSHE so important?	GCSE Revision and Study Skills	Bullying – Body Shaming
Risk Taking	Applying to College and University	Relationship Break Ups
Gambling and Online Gaming	Independent Living	What is 'Good Sex'?
Perseverance and Procrastination	Internet Safety – the Dark Web	Why is it essential we know about consent, rape and sexual abuse?
Privilege – How does this affect us all?	How is plastic pollution destroying our environment?	How can we make ourselves and other people feel more positive and why is happiness important?
Why do we need sleep and how does sleep deprivation affect us?	How can we protect animal rights and aid sustainability?	Relationship types and sexuality
Why is our digital footprint important?	How can trade unions protect our rights at work?	What is Chem Sex and what do we mean when we talk about safe sex?
How can we celebrate diversity and our identities?	What is cyber crime?	
What is body positivity and is why is this controversial? (obesity issues)	How can we successfully prepare for a job interview?	
Personal Safety in the Wider World	Globalisation – how does this affect us?	
Fertility and reproductive health issues (2 hours)	What is multiculturalism?	
NEW – First Aid - CPR	What is right-wing extremism?	
	Why is Health and Safety at work so important?	

Person Responsible for this policy: Head of PSHE

Reviewed: October 2021

Next Review: September 2022