



THE KING'S SCHOOL

GRANTHAM

Relationships and Sex Education policy

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1 Aims

- 1.1 This is the relationships and sex education policy of The King's School.
- 1.2 The Academy believes that effective relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships and sex education is:
 - 1.2.1 to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. The Academy recognises that to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
 - 1.2.2 The Academy recognises that the role of Parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The Academy's relationships and sex education programme is intended to complement and support the role of Parents in educating their children about sexuality and relationships.
 - 1.2.3 The Academy recognises an aim of this policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
 - 1.2.4 The Academy recognises that it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny / misandry, homophobia, biphobic and sexual violence / harassment.
 - 1.2.5 The Academy has a clear set of values and standards upheld and demonstrated throughout all aspects of school life. These are underpinned by the Academy's behaviour policy and pastoral and support system as well as by a planned programme of evidence-based relationships and sex education programme delivered in regularly timetabled lessons twice a week in registration and reinforced throughout the whole curriculum.
 - 1.2.6 The Academy recognises the central role that the relationships and sex education programme plays in key regulatory standards; for example, through the Academy's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
 - 1.2.7 The Academy recognises the role of the pupil voice and the benefit of hearing the lived experience of pupils, in creating, developing and reviewing the relationships and sex education programme and academy culture.
 - 1.2.8 The Academy recognises that academies, schools and colleges can play a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment, including online. The most effective preventative education programme will be through a whole academy approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the relationships and sex education programme.
 - 1.2.9 The Academy relationships and sex education programme reflects and supports the Academy vision.

2 Scope and application

- 2.1 This relationships and sex education policy applies to all pupils of the Academy.
- 2.2 The policy applies to all staff who work for or on behalf of the Proprietor, regardless of their employment status (including employees, contractors, fixed term, part-time, temporary and voluntary staff and helpers, supply staff, Trustees and Governors) and pupils of the Academy.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the Academy's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Education and Skills Act 2008;
 - 3.1.3 Education Act 2002;
 - 3.1.4 Children Act 1989;
 - 3.1.5 Equality Act 2010;
 - 3.1.6 Children and Families Act 2014;
 - 3.1.7 Children and Social Work Act 2017;
 - 3.1.8 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:
 - 3.2.1 it is based on statutory guidance from the DfE [Relationships education, relationships and sex education and health education](#) (DfE, September 2021);
 - 3.2.2 [Keeping children safe in education](#) (DfE, September 2023) (**KCSIE**)
 - 3.2.3 [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018, updated July 2022)
 - 3.2.4 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, December 2020)
 - 3.2.5 [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022)
 - 3.2.6 [Behaviour in schools: advice for headteachers and school staff](#) (DfE, September 2022)
 - 3.2.7 The DfE's self-assessment tool on [Respectful School Communities](#) (DfE);
 - 3.2.8 [Tom Bennett independent review of behaviour in schools](#) (March 2017)
 - 3.2.9 [Relationships education, relationships and sex education and health education FAQs](#) (DfE, July 2022);
 - 3.2.10 [DfE guide for parents that schools can use to communicate about teaching relationships and health education](#); (DfE, June 2019);
 - 3.2.11 [Plan your relationships sex and health curriculum](#) (DfE, February 2022)
 - 3.2.12 [Teaching about relationships, sex-and health](#) (DfE, March 2021)
 - 3.2.13 [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021);
 - 3.2.14 [Political impartiality in schools](#) (DfE, February 2022); and
 - 3.2.15 Teaching online safety in schools (DfE, January 2023).

3.3 The following Academy policies, procedures, documents and resources material are relevant to this policy:

- 3.3.1 Safeguarding and child protection policy and procedures;
- 3.3.2 Behaviour policy;
- 3.3.3 Risk assessment policy for pupil welfare;
- 3.3.4 Anti-bullying policy;
- 3.3.5 Special education needs and disability (SEND) policy;
- 3.3.6 Online safety policy;
- 3.3.7 Acceptable use policy;
- 3.3.8 Curriculum policy; and
- 3.3.9 Equality Policy

4 **Publication and availability**

- 4.1 This policy is published on the Academy's website.
- 4.2 This policy is available in hard copy on request from the school.
- 4.3 A copy of this policy is available for inspection from the school website during the school day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 references to the **Proprietor** are references to The King's School.
 - 5.1.2 references to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian);
 - 5.1.3 references to **school days** mean Monday to Friday when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
 - 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

- 6.3 The Proprietor is required to ensure that all those with leadership and management responsibilities at the Academy actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.
- 6.4 The Academy will take a whole school approach to relationships and sex education. The Academy will appoint a Personal, Social, Health and Economic (PSHE) education co-ordinator, with responsibility for the curriculum area. The subject leader will hold at least termly meetings with the pupil body; the Senior Leadership Team and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the Academy's broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.
- 6.5 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Tom Deller (i/c PSHE and SRE)	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Tom Deller (i/c PSHE and SRE)	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Tom Deller (i/c PSHE and SRE)	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the policy	Tom Deller (i/c PSHE and SRE)	As required, and at least annually
Formal annual review	Proprietor	Annually
Overall responsibility for content and implementation	Proprietor	As a minimum annually.

7 Definition of relationships and sex education

- 7.1 Relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs, needs and vulnerabilities with the aim of providing pupils with the knowledge they need.
- 7.2 Sex education, as part of relationships and sex education in secondary schools, also includes the teaching about intimate and sexual relationships, including sexual health, healthy sexual

relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.

8 Curriculum content

- 8.1 In addition to relationships education, the Academy will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals
- 8.2 By the end of secondary education, relationships and sex education include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.
- 8.3 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, and semi-nudes etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism / radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM).

9 Equality

- 9.1 The Academy will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of sex and relationships education. The Academy will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support groups that are disproportionately subjected to sexual violence and sexual harassment.
- 9.2 The Academy will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. The Academy is committed to the approach that the starting point should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", part of "growing up" or "boys being boys" as the Academy recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The Academy will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 The Academy will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole-school approach, the Academy (including through the PSHE co-ordinator and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships and sex education programme.
- 9.5 **Students with special educational needs and disabilities (SEND):** relationships and sex education will be accessible for all pupils including those with SEND and other vulnerabilities and to ensure teaching will be differentiated and personalised. The Academy is aware that

some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

- 9.6 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The Academy encourages pupils to respect other people, paying particular regard to the protected characteristic set out in the Equality Act 2010. The Academy is aware that children who are or perceived to be LGBT can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory teaching of relationships and sex education curriculum and the Academy will ensure that its teaching is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. Academy staff will also endeavour to provide a safe space for LGBT children to speak out or share their concerns.
- 9.7 The Academy is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the Academy to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.7.1 in the way it provides education for pupils;
 - 9.7.2 in the way it provides pupils access to any benefit, facility or service; or
 - 9.7.3 subjecting them to any other detriment.
- 9.8 The Academy is also aware of its duties to teach about equality issues and to ensure teaching at the Academy does not discriminate against pupils.

10 Curriculum delivery

- 10.1 The Academy will ensure sufficient and regular time is allocated within the curriculum to deliver the relationships and sex education curriculum effectively, and in a manner designed to facilitate meaningful discussion.
- 10.2 Curriculum content and curriculum delivery will be underpinned by the Academy's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based relationships and sex education, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- 10.3 The content of the relationships and sex education curriculum is delivered through the curriculum areas of science and PSHE. It is carefully sequenced with sufficient time allocated for topics that pupils find difficult, e.g. consent and sharing explicit images.
- 10.4 The Academy often invites visiting speakers to the Academy to help enhance and enrich our curriculum, our pupils' experiences and broaden their horizons and this is actively encouraged. The Academy will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols, are followed to ensure that those visiting speakers and any resources used are suitable, compatible with the Academy's duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following the Academy's Visitors and security policy. The Academy will ensure any visiting speaker is appropriately supervised when on school premises. In the unlikely event that the content, resources or delivery falls outside the Academy's expectations, or is deemed inappropriate, the Academy will take appropriate action, which could include stopping the presentation altogether.

11 Assessment and pupil progress

- 11.1 Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across the Academy in other subject areas. This will be regularly monitored and reviewed by the PSHE co-ordinator and regularly reported to SLT and Trustees.

12 Resources

- 12.1 The Academy will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.
- 12.2 The Academy will share example resources to Parents when requested.
- 12.3 The PSHE co-ordinator will lead the collation, assessment, review and use of these resources.

13 Pupil questions

- 13.1 The Academy appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the Academy's curriculum. The Academy's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

14 Safeguarding, reports of abuse and confidentiality

- 14.1 The Academy will follow Keeping children safe in education (**KCSIE**) and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The Academy recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by the Academy, for example in particular cohorts.
- 14.2 Teachers will follow the Academy's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the Academy's Safeguarding and child protection policy and procedures if a child protection issue is raised.
- 14.3 In addition, but not alternatively to following the Academy's Safeguarding and child protection policy and procedures, teachers will also consider whether any anti-bullying and / or disciplinary issues arise following any pupil concerns and will follow the Academy's Behaviour policy and / or the Academy's Anti-bullying policy as appropriate.
- 14.4 The Academy will encourage students to talk to their Parents and support them to do so. The Academy will also inform students of sources of confidential help, for example, their General Practitioner (GP), counsellor, or local young person's advice service.
- 14.5 Where the Academy invites external agencies to support the delivery of these subjects, the Academy will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15 Parents' participation

- 15.1 The Academy recognises that Parents are the first teachers of their children and that they play a vital role in:
- 15.1.1 teaching their children about relationships and sex;
 - 15.1.2 maintaining the culture and ethos of the family;
 - 15.1.3 helping their children cope with the emotional and physical aspects of growing up;
 - 15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 15.2 15.2 The Academy will consult with Parents in the development and review of this policy and on the content of the relationship and sex education programmes, including a sample of resources to be used.
- 15.3 The Academy will communicate to Parents what will be taught and when in delivering relationships and sex education. See Appendix 1.
- 15.4 The Academy will regularly engage with Parents to seek their views on the quality of relationships education and relationships and sex education and on school culture.
- 15.5 It will also keep in regular contact with Parents reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.
- 15.6 Parents of secondary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The Academy will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- 15.7 Following a request to withdraw in relation to a secondary age child, the PSHE lead will request a discussion with the child's Parents, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the Academy should respect the Parents request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the Academy should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the Academy.
- 15.8 The Parents' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the Academy. There is no right to withdraw from relationships education.

16 Consultation

- 16.1 This policy has been produced and will be reviewed in consultation with Parents, teachers and pupils and seeks to take into account the views of the Academy's community.

17 Training

- 17.1 The Academy will carefully consider the suitability of staff teaching relationships and sex education and will ensure they are committed to the priority the Academy affords to the subject and to professional development in the subject. The Academy will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.

- 17.2 The Academy will ensure appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.
- 17.3 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 17.4 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships and sex education. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- 17.5 The Academy maintains written records of all staff training.

18 Record keeping

- 18.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.
- 18.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the Academy's Safeguarding and child protection policy and procedures including incidents involving sexual harassment and sexual violence.
- 18.3 The records created in accordance with this policy may contain personal data. The Academy has a number of privacy notices which explain how the Academy will use personal data. The Academy's approach to data protection compliance is set out in the Overarching Data Protection Policy. In addition, staff must ensure that they follow the Academy's data protection policies and procedures when handling personal data created in connection with this policy; this includes the Academy's Data protection policy.

19 Monitoring, evaluation and review

- 19.1 The teacher with responsibility for PSHE will ensure that:
- 19.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;
 - 19.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery, assessment and pupil progress conform to the guidelines set down in the policy and its appendices;
 - 19.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with Parents and any training and development needs;
 - 19.1.4 any review of the programme includes an opportunity for the views of Parents to be considered;
 - 19.1.5 any review of the programme includes an opportunity for the views of teachers and pupils to be considered;
 - 19.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy and the statutory guidance Relationships education, relationships and sex education and health education (DfE, September 2021).

20 **Version control**

Date of adoption of this policy	September 2012
Date of last review of this policy	November 2023
Date for next review of this policy	November 2024



THE KING'S SCHOOL

GRANTHAM

Appendix 1 Relationships and Sex Education curriculum map

“The only person you are destined to become is the person you decide to be.”

Ralph Waldo Emerson

The Personal, Social, Health and Economic (PSHE) programme is delivered to all boys in Year 7- 13. Form Tutors lead PSHE sessions twice a week. PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. PSHE ensures that every boy has the knowledge on how to be safe, how to make a positive contribution, how to achieve economic well-being and how to live long healthy lives.

Curriculum Intent

The intent of our PSHE curriculum is to deliver a curriculum which ensures that each of our students will understand more about how to play a positive and successful role within our society. Our aim is to support students' spiritual, moral, cultural, mental and physical development, prepare and equip them for the opportunities, responsibilities and experiences of life. Our aim is to provide students with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that they face as they grow up. We aim to provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our PSHE curriculum ensures that every boy has the knowledge on how to be safe, how to make a positive contribution, how to achieve economic well-being and how to live long healthy lives. PSHE for Year 7-11 is split into six different themes which include: Sex and Relationships, Health, Economic Education, Careers, Society and Future aspirations. At key stage 5, the programme follows the Journey of Life Programme which has been adapted to reflect the focus of the whole school programme.

Some of the learning experiences include:

Year 7- looking at emotional awareness; self-esteem and bullying; conflict resolution, the law and cyber bullying; learning to learn and the acquisition of 'Thinking Tools'; developing financial awareness and financial capability and an introduction to careers, embracing consideration of how skills, habits and routines learnt at school are important for success in the job market.

Year 8- personal well-being and economic well-being and financial capability; sex and relationships education including puberty; understanding the brain and developing skills to help improve learning; careers and what we may want from; being financially aware and developing the ability to manage personal finances

Year 9 - health and safety in the home and other situations; the role and importance of communications between teenagers and parents and images; drugs and the law within the context of personal well-being and self-esteem; the role of global organisations, such as the UN; careers, aspirations and personal decision making.

Year 10 - challenging misconceptions in media when looking at sex and relationships; contraception; mental and physical health; economic education for the real world including, research interest rates and living costs; applying for jobs and writing CV's.

Year 11- challenging misconceptions in media including pornography when looking at sex and relationships; contraception; mental and physical health; economic education for the real world including, payslips, insurances and how to keep finances secure.

Year 12- the importance of body language; growth mindset v's fixed mindset; importance of Year 12 and setting goals.

Year 13- Personal statements; the UCAS application process; apprenticeships and goal setting.

Our Key Aims

To promote outstanding personal development so that students become well-educated and well-rounded young adults.

- To promote SMSC development of students and prepare them for the opportunities, responsibilities, and experiences of later life.
- To promote good behaviour and positive character traits
- To foster good mental wellbeing in students so that they can fulfil their full potential at school and are well prepared for life.

At Key Stage 3, students build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. At Key Stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3.

At Key Stage 5, the programme follows the Journey of Life Programme which has been adapted to reflect the focus of the whole school programme. The programme is supplemented with visitors and experts from outside agencies and organisations who deliver some of the aspects of the curriculum for example, Masculinity workshops, Drugs and LGBT related topics.

PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Our teaching approach places great emphasis upon the development of character, respect, and tolerance. Students will be given opportunities in lessons to reflect on the key themes and are encouraged to contribute to whole class discussions. There are dilemmas that promote or encourage critical thinking, reflection, problem solving and decision making.

Key Stage 3&4

PSHE is taught by tutors in form periods. The PSHE programme in Year 7- 11 is supplemented by a variety of supporting materials; these include outside speakers, video presentations, discussion questions and a variety of interactive activities. Two PSHE form periods are allocated each week. The content delivered is listed below:

Year 7

Topic	Further detail about the topic	Outcomes
Autumn		
1 Sex and Relationships	This unit develops understanding from previous years further. The unit starts with further discussion on types of relationships, this looks at unhealthy relations in more detail. Different types of sexual assault are discussed including forced marriage and rape. There is also a section on sexuality and gender. Consent and underage sex are also now explored as well as pregnancy and parenting skills.	<p>Ability to identify a healthy relationship opposed to an unhealthy one.</p> <p>Understanding the law around different types of sexual assault and where to seek support.</p> <p>Recognising there are different sexuality and genders.</p>

Topic	Further detail about the topic	Outcomes
	<p>Lesson titles:</p> <ul style="list-style-type: none"> • Healthy versus unhealthy relationships • Sexuality and Gender • Underage sex and consent. • Pregnancy and parenting. 	<p>Respecting different sexualities and genders and understanding the Equality Act.</p> <p>Understanding the legal age of consent and what consent means in relationships.</p> <p>Understanding of what options are available when a woman is pregnant.</p> <p>Understanding of how important parenting skills are when raising a family.</p>
2 Health	<p>This section focuses on health and its importance in our lives. Students look at healthy living and mental health. Personal hygiene is also discussed along with viruses; how they can be spread and how they can be prevented.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Healthy living • Managing emotions and anxiety • Health, prevention, and personal hygiene <p>During this term students are also given lessons on basic first aid.</p> <p>At this stage students look at:</p> <ul style="list-style-type: none"> • Basic first aid recap • What is CPR? • Performing CPR • What is a defibrillator • Public access defibrillator 	<p>Understanding of what healthy living means</p> <p>Ability to understand how to control emotions and what anxiety looks and feels like</p> <p>Importance of personal hygiene</p> <p>Understanding how to prevent illness.</p> <p>Students should understand what CPR is</p> <p>Students should know how to perform CPR in an emergency</p> <p>Students should know what a public access defibrillator is and how to access this if needed.</p>
Spring		
1 Economic Education	<p>This unit look at personal finance in further detail. Students look at the history of money and how barter developed into notes and coins. Students also look at the money coaster game which simulates spending in real life. Finally, the unit ends with students thinking creatively and developing an app. They must think about start-up costs for this business and investments they may need.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • The history of money. 	<p>Understanding of the history of money and why it developed.</p> <p>Ability to understand how spending works and the impact this has on budgets</p> <p>Understanding of basic business costs and the investments needed to start a business.</p>

Topic	Further detail about the topic	Outcomes
	<ul style="list-style-type: none"> • Money Coaster game • Money in the real world. 	
2 Careers	<p>This unit encourages students to think more deeply into their career aspirations. This unit also develops an understanding of how to apply for jobs and where to find local adverts. The unit finishes with a look at life skills.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Your future • Applying for jobs • Life skills 	<p>Understanding of skills and some qualifications needed for future job roles</p> <p>Understanding of 21st Century skills. This includes problem solving, creativity and communication.</p> <p>Understanding of what is involved when applying for jobs.</p>
Summer		
1 Society	<p>This unit looks at UN children rights and what these involve. The second lesson looks at The British Empire and how this impacted on lots of different countries. Finally, this unit finishes with discussions on Brexit and its impact on society now and in the future.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • It's my right! • Empire rules • Leaving the EU 	<p>An understanding of the UN and the children's rights.</p> <p>Understanding and acknowledgment of the impacts of the British Empire.</p> <p>Understanding the impacts of Brexit now and in the future.</p>
2 Future	<p>This unit provides students an opportunity to reflect on the previous academic year. Students are encouraged to acknowledge accomplishments they are proud of and areas they would like to focus on improving next year. Students also take this unit to think about the next three years and set themselves targets to aim for.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Reflection on this year • Next year? • Three years' time.... 	<p>Recognising accomplishments and how these should be celebrated.</p> <p>Ability to identify areas of improvement.</p> <p>Ability to set meaningful targets.</p>

Year 8

Topic	Further detail about the topic	Outcomes
Autumn		

Topic	Further detail about the topic	Outcomes
1 Sex and Relationships	<p>This unit develops previous learning including looking at self-esteem and making positive relations. This section also covers misconceptions in media, particularly around how media portrays bodies. This theme also considers different types of families and marriage. Puberty is also covered by focusing on emotional as well as physical changes.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Building self-esteem • Misconceptions in Media • Physical and Emotion changes • Marriage and Families 	<p>An understanding of self-esteem and why it is important.</p> <p>Link self-esteem to positive relationships</p> <p>Recognising that there are many misconceptions in media.</p> <p>Understanding that male and female bodies can look very different to those seen in advertisements.</p> <p>An understanding of puberty and how this can change bodies physically and mentally.</p> <p>Ability to recognise different types of families and why marriage is important in some cultures.</p>
2 Health	<p>This section focuses on health and its importance in our lives. Students look at healthy eating, exercise including keeping our hearts healthy, as well as mental health.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • You are what you eat! • Let's get moving • A healthy brain? <p>During this term students are also given lessons on basic first aid.</p> <p>At this stage students look at:</p> <ul style="list-style-type: none"> • Basic first aid recap • What is CPR? • Performing CPR • What is a defibrillator • Public access defibrillator 	<p>Understanding of a balanced meal and what that would look like.</p> <p>Importance of having a healthy diet.</p> <p>Understanding of our hearts and how to keep them healthy</p> <p>Understanding of brain health and what helps to keep our minds healthy.</p> <p>Students should understand what CPR is.</p> <p>Students should know how to perform CPR in an emergency</p> <p>Students should know what a public access defibrillator is and how to access this if needed.</p>
Spring		
1 Economic Education	<p>This unit introduces personal economic education to Year 8 students. The unit begins with a task which looks at typical household bills and how income covers living costs. Students then look at advertising and scenarios of other young people's spending habits. Students assess how this could be damaging.</p> <p>Lesson titles:</p>	<p>Understanding of typical household costs</p> <p>Understanding of what a budget is and why it is important to spend within it.</p> <p>Recognising that some types of advertisements or spending habits can be damaging</p>

Topic	Further detail about the topic	Outcomes
	<ul style="list-style-type: none"> The game of life Staying in control Advertising 	
2 Careers	<p>The career sessions introduce thinking around life after education. Students begin to think about what professions they may wish to start to consider. This section also includes a quiz which guides students to careers they may enjoy based on their answers.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> Dream job What type of job is suitable for me? My results! 	<p>Ability to identify skills and attributes needed for certain job roles.</p> <p>Understanding of how to access job adverts.</p> <p>Ability to set career aspirations.</p>
Summer		
1 Society	<p>Society focuses on our local community along with the wider world. This section looks at the role of the UN and the importance of looking after the environment. Charities and their role in society are also considered.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> Why care? United under one flag Looking after our environment 	<p>An understanding of what a charity is and the role in which they play in society</p> <p>An understanding of the UN and their role.</p> <p>Ability to recognise the importance of looking after the environment.</p>
2 Future	<p>This unit provides students an opportunity to reflect on the previous academic year. Students are encouraged to acknowledge accomplishments they are proud of and areas they would like to focus on improving next year. Students also take this unit to think about the next three years and set themselves targets to aim for.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> Reflection on this year Next year? Three years' time.... 	<p>Recognising accomplishments and how these should be celebrated.</p> <p>Ability to identify areas of improvement.</p> <p>Ability to set meaningful targets.</p>

Year 9

Topic	Further detail about the topic	Outcomes
Autumn		

Topic	Further detail about the topic	Outcomes
1 Sex and Relationships	<p>This unit develops understanding from previous years further. The unit starts with further discussion on types of relationships, this looks at unhealthy relations in more detail. Different types of sexual assault are discussed including forced marriage and rape. There is also a section on sexuality and gender. Consent and underage sex are also now explored as well as pregnancy and parenting skills.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Healthy versus unhealthy relationships • Sexuality and Gender • Underage sex and consent. • Pregnancy and parenting. 	<p>Ability to identify a healthy relationship opposed to an unhealthy one.</p> <p>Understanding the law around different types of sexual assault and where to seek support.</p> <p>Recognising there are different sexuality and genders.</p> <p>Respecting different sexualities and genders and understanding the Equality Act.</p> <p>Understanding the legal age of consent and what consent means in relationships.</p> <p>Understanding of what options are available when a woman is pregnant.</p> <p>Understanding of how important parenting skills are when raising a family.</p>
2 Health	<p>This section focuses on health and its importance in our lives. Students look at healthy living and mental health. Personal hygiene is also discussed along with viruses; how they can be spread and how they can be prevented.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Healthy living • Managing emotions and anxiety • Health, prevention, and personal hygiene <p>During this term students are also given lessons on basic first aid.</p> <p>At this stage students look at:</p> <ul style="list-style-type: none"> • Basic first aid recap • What is CPR? • Performing CPR • What is a defibrillator • Public access defibrillator 	<p>Understanding of what healthy living means</p> <p>Ability to understand how to control emotions and what anxiety looks and feels like</p> <p>Importance of personal hygiene</p> <p>Understanding how to prevent illness.</p> <p>Students should understand what CPR is</p> <p>Students should know how to perform CPR in an emergency</p> <p>Students should know what a public access defibrillator is and how to access this if needed.</p>
Spring		
1 Economic Education	<p>This unit look at personal finance in further detail. Students look at the history of money and how barter developed into notes and coins. Students also look at the money coaster game</p>	<p>Understanding of the history of money and why it developed.</p>

Topic	Further detail about the topic	Outcomes
	<p>which simulates spending in real life. Finally, the unit ends with students thinking creatively and developing an app. They must think about start-up costs for this business and investments they may need.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • The history of money. • Money Coaster game • Money in the real world. 	<p>Ability to understand how spending works and the impact this has on budgets</p> <p>Understanding of basic business costs and the investments needed to start a business.</p>
2 Careers	<p>This unit encourages students to think more deeply into their career aspirations. This unit also develops an understanding of how to apply for jobs and where to find local adverts. The unit finishes with a look at life skills.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Your future • Applying for jobs • Life skills 	<p>Understanding of skills and some qualifications needed for future job roles</p> <p>Understanding of 21st Century skills. This includes problem solving, creativity and communication.</p> <p>Understanding of what is involved when applying for jobs.</p>
Summer		
1 Society	<p>This unit looks at UN children rights and what these involve. The second lesson looks at The British Empire and how this impacted on lots of different countries. Finally, this unit finishes with discussions on Brexit and its impact on society now and in the future.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • It's my right! • Empire rules • Leaving the EU 	<p>An understanding of the UN and the children's rights.</p> <p>Understanding and acknowledgment of the impacts of the British Empire.</p> <p>Understanding the impacts of Brexit now and in the future.</p>
2 Future	<p>This unit provides students an opportunity to reflect on the previous academic year. Students are encouraged to acknowledge accomplishments they are proud of and areas they would like to focus on improving next year. Students also take this unit to think about the next three years and set themselves targets to aim for.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Reflection on this year • Next year? 	<p>Recognising accomplishments and how these should be celebrated.</p> <p>Ability to identify areas of improvement.</p> <p>Ability to set meaningful targets.</p>

Topic	Further detail about the topic	Outcomes
	<ul style="list-style-type: none"> • Three years' time.... 	

Year 10

Topic	Further detail about the topic	Outcomes
Autumn		
1 Sex and Relationships	<p>This unit focuses learning around different areas of SRE. Students study sexting and how this can be dangerous. Yr. 10 also investigates misconceptions in media and how these images can be damaging. The resources look at sexism and how women can be portrayed as objects in certain media. Students also look at peer pressure, the law and consent along with how to use condoms.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Sexting • Misconceptions in media • Contraception and consent 	<p>Understanding of damaging advertising</p> <p>Acknowledge that media can be sexist and how women can be portrayed as objects.</p> <p>Understanding of how to use condoms</p> <p>Importance of protection when having sex.</p> <p>Importance and deeper understanding of what consent looks like.</p> <p>Understanding intimacy without sex.</p>
2 Health	<p>During this unit students look more deeply at drugs, alcohol, and tobacco. Students investigate the damaging effects including vaping on the body. This unit looks at emotions and how to balance feeling we may have. Finally, this topic looks at getting the right nutrients for our bodies.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Drugs, alcohol and tobacco. • Recognising and balancing emotions • Getting the right fuel <p>During this term students are also given lessons on basic first aid.</p> <p>At this stage students look at:</p> <ul style="list-style-type: none"> • Basic first aid at home • Videos on basic first aid including: severe bleeding, hearts attack, stroke, CPR, burns, asthma attacks, choking and eye injuries. 	<p>An understanding of damaging impacts on the mind and body of alcohol, drugs, and tobacco</p> <p>Understanding of emotions and how these can be balanced</p> <p>Importance of ensuring our body is fed well and with healthy nutritious foods.</p> <p>Students should understand basic first aid skills</p> <p>Students should know how to perform basic first aid for different types of injuries.</p>
Spring		

Topic	Further detail about the topic	Outcomes
1 Economic Education	<p>Economic education investigates personal finance in further detail. Students look at the impact of interest rates and different bank accounts. Students also take a detailed look at living costs.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Interest rates • Bank Accounts • Living costs 	<p>Understanding of interest rates and how these can impact both spenders and savers in the economy.</p> <p>Different types of bank accounts and the details of each type</p> <p>Understanding of different costs associated with living in the 21st century.</p>
2 Careers	<p>In this unit students begin to write their own personal CV. The lessons before this look at their ambitions and looking at job adverts for the specific roles students are interested in. Students then have the opportunity to learn how to write a personal CV.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Ambitions • Applying for jobs • Writing my CV 	<p>Understanding of what a CV is.</p> <p>Ability to write personal CV.</p> <p>Understanding of how to apply for job roles.</p>
Summer		
1 Society	<p>Throughout this unit students are encouraged to celebrate diversity and culture of Britain today. Students look at Human rights and how these are important to us as a society. Finally, students look at environmental challenges faced in society today.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Britain • Human Rights • Environment- littering 	<p>Understanding of the demographics of Britain</p> <p>Ability to celebrate different cultures and diversity in the UK.</p> <p>Understanding of UN human rights and why these are important.</p> <p>Acknowledge environmental issues and understand what can be done to overcome these problems in society.</p>
2 Future	<p>This unit provides students an opportunity to reflect on the previous academic year. Students are encouraged to acknowledge accomplishments they are proud of and areas they would like to focus on improving next year. Students also take this unit to think about the next three years and set themselves targets to aim for.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Reflection on this year 	<p>Recognising accomplishments and how these should be celebrated.</p> <p>Ability to identify areas of improvement.</p> <p>Ability to set meaningful targets.</p>

Topic	Further detail about the topic	Outcomes
	<ul style="list-style-type: none"> • Next year? • Three years' time.... 	

Year 11

Topic	Further detail about the topic	Skills
Autumn		
1 Sex and Relationships	<p>SRE in Yr.11 focuses on risky behaviour and how drugs and alcohol can impede decision making. This unit also investigates pornography and how this can be damaging. STI/STD'S are also discussed including HIV/AIDS. The unit finishes by look at contraception.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Sex, drugs and alcohol. • Reality v's Fantasy • How to protect yourself. 	<p>Understanding of how drugs and alcohol can impact decision making</p> <p>Understanding of different STI/STD's and their treatment</p> <p>Understanding of contraception and how to protect against STI/STD'S</p> <p>The impact of pornography on young minds.</p>
2 Health	<p>Health in Yr.11 further develops learning from previous years. These sessions focus on mental health stigma and where to get further support. The unit also looks at reproductive health and addiction.</p> <ul style="list-style-type: none"> • Keeping healthy • Mental Health Stigma • Getting further support • Marriage and reproductive health • Addiction <p>During this term students are also given lessons on basic first aid.</p> <p>At this stage students look at:</p> <ul style="list-style-type: none"> • Basic first aid at home • Videos on basic first aid including: severe bleeding, hearts attack, stroke, CPR, burns, asthma attacks, choking and eye injuries. 	<p>Understanding how to keep our bodies healthy.</p> <p>Understanding of what mental health stigma is and how this can be overcome.</p> <p>Ability to understand reproductive health and the impact this can have on a relationship.</p> <p>Understanding of addiction and the various impacts it can have on our lives.</p> <p>Students should understand basic first aid skills</p> <p>Students should know how to perform basic first aid for different types of injuries.</p>
Spring		
1 Economic Education	<p>This unit develops an understanding of payslips, income tax and national insurance. Students also look at different types of insurance and why</p>	<p>Understanding of payslips and how to calculate net pay.</p>

Topic	Further detail about the topic	Skills
	<p>these are important. Finally, students look at keeping finances secure.</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Getting paid • Insurance • Keeping finances secure. 	<p>Understanding of insurance and why different types of insurances are needed.</p> <p>Ability to keep finances secure especially over the internet.</p>
2 Careers	<p>This final unit for PSHE in Yr. 11 looks to the future. Yr. 11 look at developing knowledge of their own skills needed for post-16. Students also develop a personal plan as to what they would like to do after Yr.11</p> <p>Lesson titles:</p> <ul style="list-style-type: none"> • Giving advice • Post-16 skills • My post-16 plan 	<p>Understanding of career, education paths</p> <p>Understanding of skills needed to develop further after Yr. 11</p> <p>Ability to create a plan and have goals to achieve after leaving King's School.</p>
Summer		
1 Society	Students undertaking exams	
2 Future		

Year 12

Lesson	Further detail about the topic	Outcomes
Lesson 1 – Online Behaviour and its Ramifications	<p>Students consider their usernames and email addresses and the impact they can have when applying for jobs. They learn about the impact of trolling and the legal consequences of trolling someone. They learn about cyberstalking, harassment, and revenge porn. Students also consider fraud online and how to spot potentially fraudulent messages.</p>	<p>Understanding of risky online behaviour and the dangers of this.</p> <p>Understanding of how to make usernames and addresses secure and appropriate.</p> <p>An understanding of ramifications of trolling, cyberstalking, revenge porn etc.</p>
Lesson 2 - Responsible Sexual Activity	<p>Students learn about sexual consent and what constitutes consent. They also consider different forms of contraception and the importance of regular sexual health check-ups at GUM clinics if they are sexually active with multiple partners.</p>	<p>An understanding of what consent is and importance of gaining consent, contraception and regular check-ups</p> <p>An understanding of where to get sexual health help</p>

Lesson	Further detail about the topic	Outcomes
Lesson 3 - Drug Use	Students build on what they know about drugs and the difference in legal penalties for possession and supply. Students also learn about the more common drugs that they might encounter when they go out drinking with their friends or when they go to university.	Understanding of different classifications of drugs and legal penalties. Understanding of when they may see drugs and what to do in these situations
Lesson 4 - Sustainable Living	Students learn about the impact that single use plastic is having on the planet and they consider what actions they can take to minimise the amount of plastic waste they produce.	Understanding of our impact on the environment and the consequences of this. Understanding of what can be done at a personal level to reduce waste
Lesson 5 - LGBT+ Issues	Students learn about some of the common challenges LGBT+ people face every day and think about how people may identify differently and the language they might use to describe their gender or sexual orientation.	An understanding of LGBTQ+ issues An understanding of appropriate language around LGBTQ+ issues
Lesson 6 - Recognising Destructive Behaviours in Yourself and Others	Students learn about different forms of addiction including gambling, alcohol and drug addiction. They also learn about the radicalisation and what support is available if they or someone they know are at risk of becoming radicalised.	Understanding of addiction and the dangers of this. Understanding of radicalisation and how to find support.
Lesson 7 - Dealing with disability	Students learn about the rights of disabled people and what financial assistance is available. They also consider how to treat and talk to disabled people and how to be more mindful of common misconceptions surrounding disability.	Understanding of disabilities and financial assistance available. Understanding of appropriate language when speaking to someone with a disability.
Lesson 8 - Theories of religion	Students consider whether religion oppresses or inspires. What options are available including some of the lesser-known faiths and belief systems.	An understanding of religion and different types of religions
Lesson 9 - The Process of Learning to Drive	Students learn about what's required to pass their driving test including both the theory test and the practical driving test.	An understanding of the learning to drive process and different elements to the theory and driving test.
Lesson 10 - The True Cost of Learning to Drive	Students learn about the financial cost of learning to drive and calculate how much learning to drive is likely to cost them.	An understanding of the financial costs of driving including lessons and insurances needed.
Lesson 11 - Identity & its	Students learn about a few different identities and consider what they can mean to an individual.	An understanding of identity and its importance in our lives.

Lesson	Further detail about the topic	Outcomes
importance in modern day		
Lesson 12 - Fake News & Control of The Media	Students look at the impact of control and ownership of the media and the importance of fact checking sources of political information.	An understanding of fake media and how to fact check when needed
Lesson 13 - Responsible Borrowing	Students learn about the different ways they can borrow money including loans, overdrafts and mortgages. They then think about what would be considered responsible or irresponsible borrowing and investigate what the repayment terms of any borrowing would likely be and what interest and fees they could be charged.	An understanding of how to borrow responsibly and how to manage personal spending.
Lesson 14 - Employment Rights & Responsibilities	Students learn about their legal entitlements and rights as an employee	An understanding of employment rights and legal responsibilities.
Lesson 15 – Sleep	Students learn about the importance of sleep and the effect your circadian rhythm can have on your wellbeing. They also learn about the different stages of sleep including REM sleep and non-REM sleep.	An understanding of the importance of sleep and wellbeing
Lesson 16 - UK Politics	Students learn a brief history of UK politics, how parliament is formed and the difference between parliament and the government.	An understanding of UK politics and the difference between different parts of parliament and government.
Lesson 17 - The distribution of wealth & power	Students consider the disproportionate wealth of the super-rich compared to the majority of society, whether wealth should be inherited and whether pay is an indicator of hard work.	Understanding of inequality across the world and the impact of this.

Visiting Speakers KS3&4

In support of the PSHE programme in Key Stage 3 & 4, several outside speakers are invited to either present assemblies or deliver talks to students throughout the academic year:

WORKSHOPS INCLUDE:

Chris Hemmings - Introducing the M-Path

Dr Aric Sigman:

- Mental Health YR8
- Screen Time YR7
- Drugs YR10

Kate Woolley – Pornography: Fact versus fiction YR11

Lincolnshire County Council - PSHE Multi agency day for Year 7 and 9

Mini-First Aid Workshop YR7

ASSEMBLIES INCLUDE:

Alan Mackenzie - Cyberbullying & JAD Online Safety Policy

Alan Mackenzie - Online Child Exploitation & JAD Online Safety Policy

Alan Mackenzie - Hacking & Viruses & JAD Online Safety Policy

Alan Mackenzie - Online radicalisation & Extremism & JAD Online Safety Policy

Alan Mackenzie - Creating a Positive Digital Footprint & JAD Online Safety Policy

Kate Woolley - Different Types of Relationships - JAD SRE Policy

Kate Woolley - Healthy Relationships with a Partner - JAD SRE Policy

Kate Woolley - The Facts about Reproductive Health - JAD SRE Policy

Kate Woolley - The Law Relating to Sexual Consent - JAD SRE Policy

Kate Woolley - Alcohol, Drugs & Unsafe Sex - JAD SRE Policy

Karen Power - Caffeine and the Adverse Effects of Energy Drinks - JAD Drugs Policy

Karen Power - Effects of Drugs on the Body & Mind - JAD Drugs Policy

Karen Power - Impacts of Smoking and Vaping - JAD Drugs Policy

Karen Power - Dangers of Legal Highs, Prescription Drugs & Addiction - JAD Drugs Policy

Kate Woolley - Violent Behaviour & Coercive Control in Relationships - NOW SRE Policy

Jenny Longstaffe - Careers Assembly - JAD Careers Policy & Gatsby

Kate Woolley - Stereotypes based on sex, gender, race, religion, sexual orientation or disability. JAD Equalities Policy

Kate Woolley - Misconceptions in the media around how bodies are portrayed.

Kate Woolley - What constitutes sexual harassment and sexual violence and why these are always unacceptable

Kate Woolley - Underage sex and peer pressure. How to be intimate without sex. How to get further advice including how and where to access confidential sexual and reproductive health advice and treatment

Kate Woolley - Damaging effects and impact of pornography on young men and the distorted of sexual behaviours and their damage. Revenge porn and the law

Kate Woolley - STI/STD's including HIV/AIDS and the importance of safe sex. Different types of contraception and consent + Toy Bank (Prefects)

LGBTQ- Staff members

Karen Power - The Effects of Alcohol on the Body & Underage Drinking

Karen Power - Managing Peer Pressure & How to Seek Support

Karen Power - Attitudes Towards the Use of Tobacco & Drugs

Karen Power - Different Classes of Drugs & the Law

Karen Power - How to Manage Risk & Decision Making in Relation to Drugs

Dr Aric Sigman - Representation of Women in the media

Dr Aric Sigman - Sexual Assault & the Law

Dr Aric Sigma - How Objectifying Girls Affects Them

Dr Aric Sigman - Behavioural Standards for Boys Towards Girls

Dr Aric Sigman - Why Women Don't Feel Safe

Emma Lambert (First Aid) - Basic First Aid
Emma Lambert (First Aid) - What is Anaphylaxis?
Emma Lambert (First Aid) - When to use the Recovery Position
Emma Lambert (First Aid) - Severe Bleeding & Burns
Emma Lambert (First Aid) - How to Perform CPR & using a Defibrillator
Emma Lambert - (First Aid) - Heart Attacks & Strokes
Gina Abolins - Women throughout History
Gina Abolins - What does Sexism Look Like?
Gina Abolins - The Meaning of Feminism & Gender Stereotyping
Gina Abolins - Sexism in Behaviours, Beliefs & Policies
Gina Abolins - Sexual Assault, Consent and the Law.
Andrew Williams - What Does E-Safety Mean?
Andrew Williams - Data Security & Keeping Safe Online
Andrew Williams (SWGFL) - Respectful Behaviour Online
Andrew Williams (SWGFL) - Online Versus Physical World
Andrew Williams (SWGFL) - Sextortion
Andrew Williams (SWGFL) - Online Gambling

Key Stage 5

The programme at key stage 5, is supplemented by a regular and diverse range of presentations and discussions in AM tutor periods. Monday and Tuesdays are designated 1:1 discussion to provide individual guidance to students -this followed suggestions from the student voice.

Year 12

Your body language may shape who you are
The importance of Year 12
The Discover Programme – University of Sheffield
Goal Setting (Netsixthform)
Growth Mindset Vs Fixed Mindset
Michelle Obama's Best Advice For Students | How To Succeed In Life
Why you should take a MOOC - Why these online courses can be so beneficial (Unifrog)
Revision 1: improving your understanding – video (Netsixthform)
Setting goals - Help with setting goals to get the most out of your study (University of Sheffield)
Thinking Skills Assessment (TSA): A short film about thinking (University of Cambridge)
A level Mindset - VESPA
What does 'wider reading' mean? (Unifrog) & Resources from Oxford University
Employability - what skills do you need?

Year 13

Thinking of University

Personal statements – Finding a formula (UCAS)

Goal Setting (Netsixthform)

What to include in your personal statement (Newsixthform)?

How to fill in the UK UCAS form: a step-by-step guide - Advice on filling in the UCAS form (Unifrog)

Lesser-known university subjects (Unifrog)

Revision 1: improving your understanding – video (Netsixthform)

Setting goals - Help with setting goals to get the most out of your study (University of Sheffield)

The UCAS Application Process - 'You've applied; now what?' (UCAS)

A guide to Degree Apprenticeships (Unifrog)

Visiting Speakers KS5

Chris Hemmings - Introducing the M-Path

Dr Aric Sigman - Y12/13 Sex & Relationships

Kate Woolley - Violent Behaviour & Coercive Control in Relationships - SRE Policy

Kate Woolley - Stereotypes based on sex, gender, race, religion, sexual orientation or disability

Staff - History of LGBT

Dr Husemeyer – Medic Support

Helen O'Neil – Medic Support

Simon Bucknall – Oxbridge Support

Christine Stephenson - Medical Director of the molecular medicine laboratory at a hospital in Phoenix, Arizona

Bradley Evans – Solicitor VWV.

Appendix 2 Parents' consultation and review process

General principles

We will consult with Parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for Parents to input, ask questions, share concerns and for the Academy to decide the way forward.

We will listen to Parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the Academy and consultation does not provide a Parental veto on curriculum content or delivery.

As part of our consultation with Parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the Academy and pupils.