



Personal, Social, Health, Economic and Citizenship (PSHCE) Education Policy

Table of contents

Rationale.....	3
Aims of the PSHCE programme.....	3
PSHCE and SMSC	5
Policy availability.....	6
Model of delivery	6
Assessment	8
Creating and safe a supportive learning environment.....	8
a) Dealing with difficult questions	9
b) Dealing with difficult topics	9
c) Confidentiality and handling disclosures	9
Entitlement and equality of opportunity	9
PSHCE and pupils with SEND	9
LGBTQ+.....	10
Tackling sexual harassment, abuse, and violence	10
Involving parents and carers	11
Evaluating the PSHCE curriculum	11
Review.....	13
Appendix 1: PSHCE Curriculum Model (2020-21)	15

Rationale

This policy covers our school's approach to Personal, Social, Health, Economic and Citizenship (PSHCE) education at key stages 3, 4 and 5.

Our PSHCE curriculum is based upon the statutory guidance from the Department for Education (DfE, 2019) which states that it is mandatory for all schools to deliver health education and relationships and sex education by 2020. The curriculum is also informed by the PSHE Association's recognition of the importance of economic wellbeing and careers education for young people; thus, complementing our work towards the Gatsby Benchmarks. The Citizenship aspect of our PSHCE curriculum is consistent with the national curriculum requirements for Citizenship Education at key stages 3 and 4 (DfE, 2013).

Our school vision statement also underpins the nature of the PSHCE curriculum at Tytherington; playing an important role in the development of well-rounded young people who possess the skills, knowledge and attributes to fulfil their potential in all areas of life.

“Our vision is simple. We are an ambitious school at the heart of the community. We constantly strive to improve everything we do. Our mission is to provide all students with a high quality education that encourages them to be articulate, resilient, courageous, curious and have the confidence to stand up for what they believe in”.

The PSHCE curriculum at Tytherington actively promotes the fundamental British Values and makes a key contribution to the social, moral, spiritual and cultural (SMSC) development of our students.

Aims of the PSHCE Programme

The **aim** of the PSHCE curriculum is to provide our young people with the **knowledge and skills** to embrace the **exciting opportunities** this modern world brings, and to deal effectively with the **challenges and risks** they may encounter. We want our pupils to clearly understand how to **keep themselves (and others) safe and healthy (online and offline)**, to be **accepting of diversity**, to show **empathy and kindness**, and to make a **positive contribution** to their school, local, and wider communities.

Our PSHCE curriculum also plays in a key role in the **safeguarding of our pupils**; adopting a **preventative approach** and **signposting** to people/organisations to offer support, advice and guidance. Our curriculum is also **flexible and responsive** to dealing efficiently with school, local and wider issues as they arise – providing a **safe and supportive environment** to discuss complex, sensitive and current topics.

We pride ourselves in providing an **inclusive approach** to PSHCE. For example:

- Lessons are carefully differentiated to cater for the varying needs of our pupils with **SEND**.
- Our 'Relationships and Sex Education' (RSE) aims to ensure that the needs of our **LGBTQ+** pupils are adequately met.
- Ensuring our curriculum is **relevant** to the lives of all our young people and actively **promoting acceptance and celebration of diversity, and equality for all**.

The more specific objectives of the PSHCE curriculum at Tytherington School are to ensure that our young people:

- Understand how to maintain good physical health and emotional wellbeing.
- Develop their confidence, self-esteem and resilience.
- Know how to develop and maintain healthy, safe and respectful relationships in a variety of contexts.
- Understand how to stay safe online.
- Know the facts relating to the use of drugs, alcohol and tobacco.
- Understand the physical and emotional changes that take place during puberty.
- Understand the facts relating to sexual health and wellbeing, including appropriate contraceptive choices.
- Know how and where to access appropriate advice, support and guidance to keep them safe and healthy.
- Understand the laws relating to the topics that are covered in the PSHCE curriculum.
- Are accepting of diversity and understand the importance of equality of opportunity.
- Have a clear understanding of the fundamental British Values.

- Are provided with opportunities to bring about change and to make a positive contribution to the school, local, national and international community.
- Have high aspirations and make well informed choices about post-16 and post 18 options, and future careers.
- Are well equipped for their adult roles in society and understand the responsibilities of being parents, citizens and consumers.
- Can manage their money well and make sound financial decisions.

PSHCE and Social, Moral, Spiritual and Cultural Development (SMSC)

Supporting the **social, moral, spiritual, and cultural (SMSC)** development of our students is at the core of our **school culture, vision, and ethos**, and is embedded across our **curricular and extra-curricular provision**.

Our PSHCE curriculum also plays a key role in supporting SMSC. For example:

All pupils in Key Stage 3 have lessons in ‘Religious Studies’ where they reflect on their own beliefs and develop understanding and respect for different faiths/religions. This is reinforced in Personal Development (PD) lessons where they are taught directly about religious tolerance and explore the multi-cultural nature of the UK. They are provided with ample opportunity to reflect upon what makes them who they are (e.g., in lessons on ‘personal identity’ and ‘mindfulness’) and explore how others are different.

Our young people learn about ‘the rule of law’ and the legal position in relation to topics surrounding sex, relationships, and broader safeguarding issues (e.g., substance misuse, criminal exploitation, radicalisation/extremism etc). Pupils engage in regular, thoughtful discussions to explore the far-reaching consequences associated with their behaviour and choices (e.g., when teaching topics such as drugs education and bullying) and they learn about the role of the legal system in the UK.

Pupils frequently engage in paired and group work to actively encourage interaction with others from different backgrounds. They are expected to construct their own informed opinions and listen respectfully to the views

of others. As a school we encourage active citizenship (e.g., through supporting charities, the NCS programme, Youth Parliament, enrichment activities) to support the school, local and wider community, and pupils are provided with many extracurricular opportunities/electives (e.g., sporting, drama, music, cultural), allowing them to develop skills in cooperation, conflict resolution, teamwork, and an appreciation of difference.

At the heart of our PSHCE curriculum is promoting acceptance and respect for diversity; actively living the shared values that promote community cohesion, and preparing our students for life in modern Britain.

Policy Availability

This policy is available to parents, carers and others through the school website. If parents, carers or others require this policy in an alternative format then they should contact the Headteacher, Mr Botwe.

Model of Delivery

NB: See **Appendix 1** for a detailed curriculum map.

We adopt a **spiral curriculum** approach to the teaching of PSHCE, whereby topics are re-visited frequently in increasing depth, in an age and developmentally appropriate manner.

Key Stage 3 (years 7-9)

At **key stage 3**, our pupils have a **discrete, fortnightly PD lesson** as part of their timetabled curriculum. This largely encompasses the statutory elements of PSHE Education and Citizenship Education.

They also participate in a **weekly tutor time PD session**. In year 7 and 8 the tutor time session revolves around the 'Living in the Wider World' element of PSHE and are delivered by form tutors. In year 9 this is a 'live' weekly session delivered by the HoD and largely focuses upon Citizenship Education.

Key Stage 4 (year 10 and 11)

In **year 10**, our pupils participate in four '**Personal Development Focus Mornings**' that are spread across the academic year. On these mornings, pupils come off normal timetable and participate in PD lessons (PSHCE focus) that are planned and delivered by our specialist key stage 4 PD team. Pupils in year 10 also take part in a 'live' weekly form time PD session, focusing on Citizenship Education.

Our **year 11** pupils participate in '**live**' **weekly form time sessions** that are delivered by the HoD. Post-pandemic, these sessions are centred upon RSE, safety, physical/mental health, diversity; as well as supporting effective study habits and the transition to post-16 options.

Key Stage 5 (year 12 and 13)

In our sixth form our pupils participate in weekly tutor time sessions that follow the themes of well-being (physical health, mental health and personal growth) and careers/aspirations/goals, and also access some of the 'live sessions' related to RSE. Pupils in the sixth form also take part in two 'Personal Development Focus Mornings' that specifically focus on RSE and careers/aspirations/goals.

Assemblies and Specialist Speakers and Organisations

Our structured PD curriculum described above is complemented by input in **assemblies** (e.g., mental health awareness, anti-bullying, Pride month etc) and from **specialist speakers and organisations**, for example, 'Millie's Trust' deliver training on first aid and CPR to all our year 7 pupils.

We are also currently working with a Dr Elly Hanson (a clinical psychologist) to develop our **whole school approach to tackling sexual harassment and abuse**. This includes the direct teaching about this topic in PD curriculum time, as well as stakeholder surveys, and the development of a bespoke 'train the trainer' staff training package.

PSHCE through other curriculum areas

There are key links between PSHCE and other areas of our school curriculum. A curriculum audit has been carried out to obtain a clear idea of where the statutory PSHCE DfE outcomes are addressed in other subjects and wider initiatives across the school. This awareness allows subject teachers to draw links between their subject and PSHCE, and avoids unnecessary duplication of the PSHCE curriculum.

Assessment

Tytherington School has the same high expectations of pupils' work in PSHCE as for other subjects across the curriculum. Lessons are planned with clear objectives, outcomes and suitable challenge and differentiation.

Although students do not complete summative assessments in PSHCE, there are regular 'assessment for learning' opportunities embedded throughout each lesson. At the end of each lesson pupils summarise the key elements of their learning on a progress sheet and complete a 'red, amber, green' rating against very specific learning outcomes, related to the DfE statutory outcomes. Teachers then use this information (combined with the key themes drawn out from class discussion and questioning) to inform future planning.

Creating and Safe and Supportive Learning Environment

PSHCE education works within pupils' real-life experiences and therefore it is crucial to establish a safe learning environment. This is largely facilitated through establishing clear 'ground rules', which are revisited at the beginning of each lesson/live session/PD focus morning. Pupils are also regularly reminded about the importance of confidentiality and keeping the conversation in the room.

a) Dealing with difficult questions

It is important that our pupils feel comfortable to ask questions and that their questions are valued. However, it may not always be appropriate to answer questions immediately and/or on a whole class basis; therefore the following techniques are used to deal with difficult questions:

- Teachers can ask the pupil to wait for an answer to allow them to gather appropriate information and to consult with colleagues to construct a response.
- The use of an anonymous question box where pupils who are not comfortable in asking questions in an open setting may ask questions to be responded to at a later date. The teacher can also filter questions as appropriate.

- The use of ‘ground rules’ to clarify boundaries for the nature of questions; including that pupils should not reveal personal information in class, but speak to someone they trust after the lesson (e.g., teacher, parent, member of the safeguarding team).
- If a question is asked that raises a safeguarding/child protection concern, then the school’s safeguarding procedure will be followed.
- Teachers are not expected to answer personal questions.

b) Dealing with difficult topics

All topics in the PSHCE curriculum will be delivered in a developmental and age appropriate manner. The HoD attends regular training and has much experience in the delivery of these topics – this is shared regularly with colleagues in the PD team. For areas such as drugs and alcohol education and relationships and sex education, published resources that are endorsed by the PSHE Association are also used to support planning.

When a topic requires more specialist input, qualified professionals are invited into school to deliver presentations/workshops to our young people.

c) Confidentiality and handling disclosures

Pupils are made aware that teachers cannot offer complete confidentiality. In accordance with the school’s safeguarding policy and procedure, if a young person indicates that they may be vulnerable and at risk then this information will be passed on to the school’s designated safeguarding lead (Pam Shatwell) without delay. An accurate written record will be made of the concerns on the same working day (on CPOMS). Tytherington School’s safeguarding policy and procedure will be followed thereafter.

Entitlement and Equality of Opportunity

In accordance with Tytherington School’s Equality Policy, the PSHCE curriculum promotes the needs and interests of *all* pupils (irrespective of sex, race, religion or belief, sexual orientation, gender reassignment, disability, pregnancy or maternity).

Teaching takes into account the age, ability, readiness and cultural background of the young people at Tytherington School to ensure that all can fully access the curriculum content and that it is relevant to their lives.

The PSHCE curriculum is used as a mechanism to develop pupils' understanding of diversity issues and to actively promote equality for all.

PSHCE and Pupils with SEND

All pupils in our school have access to the PSHCE curriculum. To ensure that we meet the needs of our young people with SEND, the following strategies are used:

- Quality First teaching.
- Task differentiation according to need.
- Content/delivery adapted according to need.
- Appropriate and effective use of Hub Mentors.
- Ensuring that all young people have access to the resources they need to allow them to access the curriculum (e.g., laptops, pastel paper etc).
- Differentiated learning outcomes and questioning.
- Differentiated seating plan to facilitate scaffolding.
- Pupil voice questionnaires.
- Communication with parents/carers.

LGBTQ+

In teaching PSHCE we aim to ensure that the needs of our LGBTQ+ pupils are appropriately met, and that all of our pupils understand the importance of equality and respect. We teach all of our pupils about LGBTQ+ in timely and age appropriate manner. Our teaching around LGBTQ+ is fully integrated across the PSHCE curriculum (and across other areas of our curriculum) and the acceptance and celebration of difference is actively encouraged across our school.

We also run weekly Key Stage 3 (Miss Kilcourse) and Key Stage 4/5 (Miss Brereton) LGBTQ+ groups. These groups provide our young people with a **safe and supportive environment** for discussions with peers and members of staff. We are also beginning to work on **projects**

to raise awareness of LGBTQ+ across the school and further develop positive attitudes towards inclusion, diversity, and equality.

Tackling Sexual Harassment, Abuse and Violence

Tackling sexual harassment, abuse and violence is a key element of our PSHCE curriculum, thus playing a key role in educating and safeguarding our students. The direct teaching of these topics is embedded across the curriculum to ensure that pupils are aware of the following:

- What sexual harassment is, including examples (online and offline).
- The law relating to sexual harassment, abuse and violence.
- The importance of reporting and the reporting system at Tytherington.
- The role of staff and pupils in tackling sexual harassment, abuse and violence.
- Signposting advice, support and guidance.

This curriculum-based work supports other ongoing whole school actions to tackle sexual harassment, abuse and violence. For example:

- Staff training on sexual harassment, abuse and violence (including the development of a bespoke 'train the trainer' package).
- A streamlined system for staff to follow when reporting and recording incidents.
- A clear disclosure pathway for pupils.
- Virtual tutor time sessions for all year groups on this topic.
- Systems of ongoing support for the victims of harassment, abuse and violence.
- Pupil, staff and parent surveys to inform curriculum planning and interventions.
- A clear system for dealing with the perpetrators of harassment, abuse and violence.

Involving parents and carers

PSHCE is most effective when there is communication and collaboration between school and parents/carers. Prior to the start of the academic year, we write to parents/carers to ensure that they are aware of the

topics that their child will be covering in PD lessons, live tutor sessions and PD focus mornings. The content of the PSHCE curriculum is also discussed with parents/carers on the Parent's Information Evenings that take place at the beginning of each academic year. Having this knowledge helps to prepare parents and carers for conversations and questions that might be raised by their child at home.

Parents and carers are also fully informed of the content their children learn about in PD via a fortnightly '**Personal Development Update**' that **features in the Head Teachers Notes**. We also adapt our curriculum to respond promptly to parental suggestions regarding content.

Throughout 2021-2022 parents and carers will be invited to express their views on the PSHCE curriculum (via a questionnaire) and this will be taken into consideration when planning for the new academic year.

Parents and carers have the right to request that their child be withdrawn from the aspect of 'Relationships and Sex Education' that does not form part of the national curriculum in Science. Guidance on this duty is detailed in the school's Relationships and Sex Education policy.

Evaluating the PSHCE curriculum

Due to the nature of the changing society within which we live it is important to regularly evaluate the content, delivery and assessment of our PSHCE curriculum. This is carried using the following strategies:

- Pupil voice questionnaires/suggestions.
- Parent/carer questionnaires/suggestions.
- Feedback from staff.
- Lesson drops ins and book looks.
- Updates from the DfE and relevant subject associations.
- Consultation with the primary partnership schools.

This information is used to ensure that our PSHCE is continually updated to meet the needs of our young people and our community.

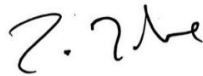
Links to other school policies

This PSHCE policy compliments the following whole school policies:

- Antibullying policy and procedure
- Equality information and objectives
- Safeguarding policy and procedure
- Special Educational Needs policy
- Relationships and sex education policy
- Conduct and Safety policy and procedure (behaviour policy)

Review

This policy will be considered annually and reviewed formally every 2 years to ensure that it meets the needs of our young people, staff and patents, and that it is in line with the current DfE guidance and advice.

Person responsible for the policy:	Jemma Brereton
Approved by:	Emmanuel Botwe
Date approved:	2nd November 2021
Signed:	
Date for review:	September 2023

Appendix 1 – Overview of the Personal Development (PSHCE) Curriculum

Key Stage 3 (years 7, 8 and 9)

	<u>Autumn Term (Discrete PD lessons)</u>	<u>Spring Term (Discrete PD lessons)</u>	<u>Summer Term (Discrete PD lessons)</u>	<u>Tutor Time</u>	<u>Additional PD sessions</u>
Year 7	<p>Healthy Body, Healthy Mind</p> <p>Lesson 1 – Welcome to Personal Development, including Rights and Responsibilities.</p> <p>Lesson 2 – The Importance of Healthy Eating.</p> <p>Lesson 3 – The Importance of Exercise and Sleep.</p> <p>Lesson 4 – Mental health and Happiness.</p> <p>Lesson 5 – Changing Bodies (1)</p> <p>Lesson 6 – Changing Bodies (2)</p> <p>Lesson 7 – Personal Hygiene and Dental Health.</p>	<p>Relationships and Safety</p> <p>Lesson 1 – Healthy Friendships.</p> <p>Lesson 2 – Family diversity (including LGBTQ+).</p> <p>Lesson 3 – Love, romance, and new feelings (including LGBTQ+)</p> <p>Lesson 4 – Bullying, including cyberbullying.</p> <p>Lesson 5 – Tackling prejudice and discrimination (racism and homophobia focus).</p> <p>Lesson 6 – The safety of women and girls (sexism and sexual harassment focus)</p>	<p>British Citizenship</p> <p>Lesson 1 – Personal Identity.</p> <p>Lesson 2 – What being British means/British values.</p> <p>Lesson 3 – Democracy in the UK.</p> <p>Lesson 4 – Individual Liberties of UK citizens.</p> <p>Lesson 5 – Multicultural Britain.</p> <p>Lesson 6 – Religious tolerance.</p>	<p>Living in the Wider World (PSHE)</p> <p>Year 7 form tutors work through one session per week with their forms (this includes topics such as aspirations, careers, managing money, bullying and resilience).</p> <p>Statutory Citizenship Taking Action – form groups work collaboratively to support charitable causes throughout the year.</p>	<p>Additional sessions/assemblies:</p> <ol style="list-style-type: none"> 1. Basic first aid training (Millie’s Trust) 2. JB assemblies – CSE and grooming, mental health awareness, anti-bullying, Pride month. 3. Online safety (police)

<p>Year 8</p>	<p><u>Mental Wellbeing and Safety</u> Lesson 1 – Introduction and Emotional Literacy. Lesson 2 – Body Image and Self-Esteem. Lesson 3 – Recognising Mental Wellbeing Concerns. Lesson 4 – Promoting Positive Mental Wellbeing. Lesson 5 – The Online World and Wellbeing. Lesson 6 – Introduction to Recognising Unhealthy and Unsafe Relationships (online and offline) Lesson 7 – Tackling sexual harassment, sexual abuse and sexual violence.</p>	<p><u>Drugs, Alcohol and Smoking</u> Lesson 1 – Smoking and Vaping Lesson 2 – Alcohol Awareness (1) Lesson 3 – Alcohol Awareness (2) Lesson 4 – Drugs Education (1) Lesson 5 – Drugs Education (2) Lesson 6 – Managing Peer Influence and Criminal Exploitation (county lines)</p>	<p><u>Equality and Political Systems</u> Lesson 1 – Equality. Lesson 2 – The Black Lives Matter Movement. Lesson 3 – Breaking down gender stereotypes. Lesson 4 – The Role of Parliament and the Monarch. Lesson 5 – Voting and Elections. Lesson 6 – The legal system (laws, the courts, and the police).</p>	<p><u>Living in the Wider World (PSHE)</u> Year 8 form tutors work through for one session per week with their forms (this includes topics such as self-confidence, careers, managing money, setting goals). <u>Statutory Citizenship Taking Action</u> – form groups to work collaboratively to support charitable causes throughout the year.</p>	<p><u>Additional sessions/assemblies:</u></p> <ol style="list-style-type: none"> 1. Assembly on immunisation and vaccine – nurse. 4. JB assemblies – CSE and grooming, mental health awareness, anti-bullying, Pride month.
----------------------	--	---	---	--	--

<p>Year 9</p>	<p><u>Relationships and Sex Education</u> Lesson 1 – Introduction, Ground rules and key terminology. Lesson 2 – Reproduction and Fertility: The Facts. Lesson 3 – Love and Healthy Intimate Relationships (including LGBTQ+). Lesson 4 – The Importance of Consent. Lesson 5 – Contraception (1) Lesson 6 – Contraception (2) Lesson 7 – Sexually Transmitted Diseases and Infections.</p>	<p><u>Relationships and Sex Education</u> Lesson 1 – Managing Sexual Pressure. Lesson 2 - Consequences of Teenage Pregnancy. Lesson 3 – The Dangers of ‘Sexting’. Lesson 4 – Expectations vs. Reality. Lesson 5 – Recognising Unhealthy and Unsafe Relationships – CSE, grooming and abuse. Lesson 6 – Recognising unhealthy and unsafe relationships – forced marriage, honour-based violence and FGM.</p>	<p><u>Relationships and Sex Education</u> Lesson 1 - Marriage and other types of long term committed relationships. <u>Citizenship+</u> Lesson 2 – Human Rights. Lesson 3 – Democracy and other Systems of Government. Lesson 4 – Different Electoral Systems. Lesson 5 – Government Income and Spending Lesson 6 – The UK and the Wider World.</p>	<p><u>Living in the Wider World</u> All year 9 tutor groups participate in a ‘live’ weekly PD session during form time (Tuesday). This covers statutory KS4 Citizenship. <u>Statutory Citizenship</u> Taking Action – form groups work collaboratively to support charitable causes throughout the year.</p>	<p><u>Additional sessions/assemblies</u></p> <ol style="list-style-type: none"> 1. Guided choices process. 2. Drugs Awareness Workshop. 3. Criminal exploitation (outside speaker) 4. Assembly on bacteria, viruses and antibiotics - nurse. 5. Assembly to re-visit tackling sexual harassment, sexual abuse and sexual violence. 6. JB assemblies – mental health awareness, anti-bullying, Pride month.
----------------------	---	--	---	---	--

Key Stage 4 (years 10 and 11)

	<u>Autumn 1 – PD focus morning (Tuesday 12th October)</u>	<u>Autumn 2 – PD focus morning (Friday 3rd December)</u>	<u>Spring 1 – PD focus morning (Monday 7th February)</u>	<u>Summer 2 – PD focus morning (Tuesday 5th July)</u>	<u>Tutor Time</u>	<u>Additional PD sessions (dates to be confirmed)</u>
<u>Year 10</u>	<p><u>Mental Wellbeing</u></p> <p>Lesson 1 – Common types of mental ill health.</p> <p>Lesson 2 – Promoting positive mental well-being and tackling stigma.</p> <p>Lesson 3 – The online world, well-being, and safety; including recognising and tackling sexual exploitation.</p>	<p><u>RSE and staying safe</u></p> <p>Lesson 1 – Contraception and STI/STD - recap.</p> <p>Lesson 2 – Pregnancy (the facts) and parenting.</p> <p>Lesson 3 – Choices in relation to Pregnancy.</p>	<p><u>RSE</u></p> <p>Lesson 1 – The wider implications of drugs.</p> <p>Lesson 2 – Sexual Orientation and Gender Identity.</p> <p>Lesson 3 – Accepting and celebrating diversity.</p>	<p><u>RSE and staying safe</u></p> <p>Lesson 1 – Managing relationships, including breakups, change and loss.</p> <p>Lesson 2 – Recognising unhealthy and unsafe relationships – domestic abuse.</p> <p>Lesson 3 – Extremism, radicalisation and Prevent</p>	<p><u>Living in the Wider World</u></p> <p>All year 10 tutor groups participate in a ‘live’ weekly PD session during form time (Tuesday) – This covers statutory KS4 Citizenship.</p> <p><u>Statutory Citizenship</u></p> <p>Taking Action – form groups work collaboratively to support charitable causes throughout the year.</p>	<p><u>Additional sessions/assemblies:</u></p> <ol style="list-style-type: none"> 1. Careers fair. 2. Assembly on self-examination and screening – nurse 3. JB assemblies - knife crime, mental health awareness, anti-bullying, Pride month. 4. Assembly to re-visit tackling sexual harassment, sexual abuse and sexual violence.

	<u>Live Tutor Time PD Sessions</u>	<u>Live Tutor Time PD Sessions</u>	<u>Live Tutor Time PD Sessions</u>	<u>Live Tutor Time PD Sessions</u>	<u>Tutor Time</u>	<u>Additional PD sessions (dates to be confirmed)</u>
<u>Year 11</u>	Year 11 will have 'live' PD sessions during form time - RSE, safety, physical/mental health, diversity; effective study habits and the transition to post-16 options.	Year 11 will have 'live' PD sessions during form time - RSE, safety, physical/mental health, diversity; effective study habits and the transition to post-16 options.	Year 11 will have 'live' PD sessions during form time - RSE, safety, physical/mental health, diversity; effective study habits and the transition to post-16 options.	Year 11 will have 'live' PD sessions during form time - RSE, safety, physical/mental health, diversity; effective study habits and the transition to post-16 options.	<p><u>Form time –</u> All year 11 tutor groups participate in a 'live' weekly PD session during form time (Wednesday).</p> <p><u>Statutory Citizenship Taking Action –</u> form groups to work collaboratively to support charitable causes throughout the year.</p>	<p><u>Additional sessions/assemblies:</u></p> <ol style="list-style-type: none"> 1. Post 16 interviews etc. 2. Input on careers/post-16 options. 3. Assembly on blood, cell and organ donation – nurse. 4. Assembly to re-visit tackling sexual harassment, sexual abuse and sexual violence. 5. JB assemblies - knife crime, mental health awareness, anti-bullying, Pride month.

Key Stage 5 (year 12 and 13)

	<u>PD focus morning 1(Date TBC)</u>	<u>PD focus morning 2 (Monday 7th February)</u>	<u>Summer – PD focus morning (Thursday 24th June 22)</u>	<u>Tutor time programme</u>	<u>Tutor Time Live sessions</u>	<u>Additional PD events (dates to be confirmed)</u>
<u>Year 12</u>	<p><u>CORE THEME 2: RELATIONSHIPS</u></p> <p>Session themes</p> <ul style="list-style-type: none"> • Healthy relationships • Sex and the law • Online digital life. 	<p><u>CORE THEME 1: HEALTH AND WELLBEING.</u> <u>CORE THEME 3: LIVING IN THE WIDER WORLD</u></p> <p>Session themes</p> <ul style="list-style-type: none"> • Managing risk and personal safety. • Post-18 planning 	<p><u>CORE THEME 3: LIVING IN THE WIDER WORLD</u></p> <p>Choices and Pathways.</p> <ul style="list-style-type: none"> - Post-18 Choices. - UCAS applications <p>Work and careers.</p> <ul style="list-style-type: none"> - Apprenticeship applications - CV's and interviews 	<p><u>CORE THEME 1: HEALTH AND WELLBEING</u></p> <p>Year 12 form tutors will be provided with resources for two session per week with their forms. This includes topics such as: Well-being, My-life, Fake News, Cosmetic Surgery, Drugs, Feminism, Free speech & Hate Speech and Honour Violence.</p>	<p>Live sessions All year 12 tutor groups will have a 'live' PD session during form time. This will be delivered by JB on a Wednesday and will revisit key RSE themes.</p> <p>Statutory Citizenship Taking Action – form groups to work collaboratively to support charitable causes throughout the year.</p>	<p>Additional sessions/assemblies:</p> <p>Careers fair / ExPO Extended assembly– Anthony Nolan Foundation (Stem Cell research and donation).</p> <p>Assemblies - Various Volunteering opportunities. Cultural and moral themed assemblies.</p>
	<u>PD focus morning 1(Date TBC)</u>	<u>PD focus morning 2 (Monday 7th February)</u>		<u>Tutor time programme</u>	<u>Tutor Time Live sessions</u>	<u>Additional PD sessions (dates to be confirmed)</u>
<u>Year 13</u>	<p><u>CORE THEME 2: RELATIONSHIPS</u></p> <p>Session themes</p>	<p><u>CORE THEME 3: LIVING IN THE WIDER WORLD</u></p> <p>Session themes</p>		<p><u>CORE THEME 1: HEALTH AND WELLBEING</u></p> <p>Year 13 form tutors will be provided with resources for two session</p>	<p>Live sessions All year 13 tutor groups will have a 'live' PD session during form time.</p>	<p>Additional sessions/assemblies:</p> <p>Careers fair / ExPO</p>

	<ul style="list-style-type: none"> • Healthy relationships • Sex and the law • Online digital life. 	<ul style="list-style-type: none"> • Post-18 'Next-Steps' • Student Finance, Budgeting, independent living 		<p>per week with their forms. This includes topics such as: Climate change, call-out culture and Social Media, Drugs Festival and Parties, Emotional well-being, Toxic and positive masculinity, resilience module, communication module.</p>	<p>This will be delivered by JB on a Wednesday and will revisit key RSE themes.</p> <p><u>Statutory Citizenship Taking Action</u> – form groups to work collaboratively to support charitable causes throughout the year.</p>	<p>Extended assembly– Anthony Nolan Foundation (Stem Cell research and donation).</p> <p>Assemblies- Various Volunteering opportunities. Cultural and moral themed assemblies.</p>
--	--	--	--	--	--	--