

# Relationship and Sex Education (RSE) and Health Education Policy

Applicable to	Responsible Officer	Date Adopted	Date of review
All Staff	KJR/ACP	May 2023	May 2024

## Status

Statutory

## Purpose

At John Mason School we understand the importance of educating students about relationships, sex and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered to ensure it meets the needs of all students.

## What is Relationship and Sex Education?

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...

- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

*DfE Guidance page29.*

At John Mason School we agree with the Sex Education Forum definition of Sex Education (as above). We value PSHE, and it is mainly delivered through our Character Education lessons as a way to support students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, delivered through Character Education lessons as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements. See Appendix 1.

This programme's complementary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Through the Jigsaw programme we plan for our students to develop the following:-

### **1) Attitudes and values**

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

### **2) Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made (both positive and negative);
- managing conflict;
- learning how to recognise and avoid exploitation and abuse (both as someone demonstrating exploitative behaviour and the victim of it).

### **3) Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;

- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

## **Aims**

Our Relationship and Sex Education aims to prepare students for an adult life in which they can:

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

## **Health Education**

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

*DfE Guidance page 35.*

Health Education in John Mason school will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more. See Appendix 1.

### **Principles and Values**

John Mason School believes that every student has a valuable contribution to make to our community and aims to support each individual as they grow and learn. Relationship and Sex Education at John Mason School is set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. Students and teachers are encouraged to share and respect each other’s views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.

Parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.

The wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

### Method of Delivery

At John Mason School, we teach Personal, Social and Health and Economic education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area. The overview of the programme can be seen in Appendix 1.

### What do we teach, when and who teaches it?

#### Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss

<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
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At John Mason School we allocate time to deliver PSHE in character education lessons each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

In the academic year 2023-2024, Years 7 to 10 will have a one-hour Character Education lesson every fortnight.

In Year 11 this is delivered through the tutor programme.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- recognition and reward system,
- Learning Charter,
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class tutors/ teachers deliver the lessons in Character Education lessons.

John Mason School specifically delivers Relationship and Sex Education in its Character Education Programme and in Science lessons at KS3 and KS4. Much of the Relationship and Sex Education at John Mason School takes place within character education lessons. The Character Education Curriculum is generally delivered by a team of character education teachers with input from professionals where appropriate.

RSE in John Mason School will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'.

The expected outcomes for each of these elements can be found further on in Appendix 3. The Science National Curriculum is delivered by staff in the science faculty. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. (See appendix 2)

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

Teachers who are uncomfortable with teaching certain aspects of the curriculum are supported by the Character Education co-ordinator who will help with planning or delivery of lessons if required.

## **Inclusion**

### **Right of Withdrawal of children from Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Parents wishing to do this should inform the school preferably in writing to the Headteacher. The Headteacher may want to discuss this request with parents to ensure their wishes have been understood. Alternative arrangements will be made for the student in these cases.

See Appendix 3 for areas of the curriculum involving Sex Education.

Parents do not have the right to withdraw their child from the relationships or health elements of the programme.

### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education. There may be exceptional circumstances that would mean we would have to take a student's specific need into account in this circumstance we will offer provision appropriate to the particular needs of the student (such as ELSA, Youth worker, one to one teaching) and take specialist advice where necessary. Parents would be involved in any such decisions.

### **Sexual Identity and Sexual Orientation**

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

### **Equality**

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At John Mason School, we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

### **Confidentiality Policy**

In line with government guidance, teachers are not in a position to give individual personal advice in sexual matters. However, there is access to support agencies, the school health nurse and staff who are trained or experienced in this area and are in a position to provide advice to students who seek it.

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be reminded of the importance of effective contraception, including precise information about where young people can access contraception and advice services.

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

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **Roles and responsibilities of Headteacher, other staff, governors**

The **governing body** will:

- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents.
- ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the choice of marriage.

The **Headteacher** will ensure that:

- the governing body is advised about the nature and organisation of relationships and sex education and how it reflects the aims and values of the school.
- sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the choice of marriage.
- pupils are protected from inappropriate teaching materials.
- a scheme of work is agreed and implemented.
- parents have access to the programme of study for sex education.

**Staff** who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life.
- participate in training to provide sex education in line with the school curriculum policy.
- implement the agreed scheme of work.
- draw to the attention of the Headteacher any materials which they consider to be inappropriate.

- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

## **Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Character Education Co-ordinator to oversee and organise the monitoring and evaluation of character education, in the context of the overall school plans for monitoring the quality of teaching and learning. The character education system will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a biennial monitoring and evaluation exercise led by the Senior Leadership Team.

The John Mason Local Academy Board is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy and Health Education annually.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.



Appendix 1 (Updated September 2023) Pending full review November 2023: New 2023 PHSE Overview:

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Relationships	<b>Spring 1</b> Living in the wider world	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school. Self Efficacy Stress management	<b>Diversity</b> Prejudice Bullying	<b>Digital literacy</b> Online safety Media reliability and gambling hooks	<b>Health and puberty</b> Healthy routines Influences on health Unwanted contact FGM	<b>Building relationships</b> Self-worth Romance and friendships (including online) Relationship boundaries	<b>Financial decision making</b> Saving Borrowing Budgeting and making good financial choices.
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse Pressures relating to drug use	<b>Identity and relationships</b> Gender identity Sexual orientation Consent 'Sexting' Introduction to contraception	<b>Community and careers</b> Equality of opportunity in careers and life choices. Different types and patterns of work Work law and human rights	<b>Emotional wellbeing</b> Mental health and emotional wellbeing. Body image and self esteem	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships. County Lines. Assertiveness, substance misuse, and gang exploitation	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, Raising aspirations	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices,	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Work experience</b> Applying for work experience. Readiness for work
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change future opportunities	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media. County Lines.	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Employability skills</b> Evaluation of work experience. Employability and online presence

Year 11	<b>Building for the future</b> Building for the future Self-efficacy, stress management, and future opportunities	<b>Next Steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
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Appendix 2: (Updated September 2023) Pending full review November 2023: New 2023 PHSE break down of learning: RSE is highlighted in red

## YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Reviews/Teacher notes / resources
<b>Autumn 1</b> Health & wellbeing	<p><b>Transition and safety</b> Transition to secondary school. Self Efficacy and stress management.</p> <p>PoS refs: H1, H2, H30, H33, R13, L1, L2 H3, H4, H8, H12, L22</p> <p>(Students need to develop self efficacy and growth mindset early on, in order to be able to learn successfully)</p>	<ul style="list-style-type: none"> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• how to balance ambition and unrealistic expectations</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> </ul>	<p><a href="#">Every Mind Matters - Dealing with change</a> <a href="#">NSPCC relationships</a></p>

<p><b>Autumn 2</b> Relationships</p>	<p><b>Diversity</b> Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41</p> <p>(Students should understand what bullying and discrimination are, early within their secondary school experience, to ensure they can identify it and make the right choices. A prelude to learning about Digital literacy and online abuse.)</p>	<ul style="list-style-type: none"> <li>• about living in a diverse society</li> <li>• about identity, rights and responsibilities</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others</li> <li>• how to manage the judgement of others and challenge stereotyping</li> <li>• how to maintain a healthy self-concept</li> </ul>	<p>Anti Bullying Week 13<sup>th</sup> - 17<sup>th</sup> Nov</p> <p><a href="#">Every mind matters - Bullying and cyberbullying</a></p> <p><a href="#">Home office - something's not right (abuse disclosure)</a></p> <p><a href="#">Changing faces - a world of difference</a></p> <p><a href="#">NSPCC talk relationships</a></p>
<p><b>Spring 1</b> Living in the wider world</p>	<p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p> <p>PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p> <p>(Students learn about cyberbullying, sexting and grooming in ICT lessons in Autumn term year 7. This series of lessons should use this knowledge as a springboard for the learning outlined here.)</p>	<ul style="list-style-type: none"> <li>• about online communication</li> <li>• about age restrictions when accessing different forms of media</li> <li>• how to recognise biased or misleading information online</li> <li>• how to critically assess different media sources</li> <li>• how to use social networking sites safely</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• how to respond and seek support in cases of online grooming</li> <li>• how to distinguish between content which is publicly and privately shared</li> <li>• about positive and safe ways to create content online and the opportunities this offers</li> <li>• how to balance time online</li> </ul>	<p><a href="#">Cifas - anti fraud education</a></p> <p><a href="#">Every mind matters - Online stress and FOMO; Body image in a digital world.</a></p> <p><a href="#">National crime agency - exploring cyber crime</a></p> <p><a href="#">BBFC - Making choices: Sex, relationships and age ratings</a></p> <p><a href="#">Media smart - piracy, what's the big deal?</a></p> <p><a href="#">Dove - self esteem project</a></p> <p><a href="#">NSPCC talk relationships</a></p>
<p><b>Spring 2</b></p>	<p><b>Health and puberty</b></p>		<p><a href="#">PHSE Association - The sleep factor</a></p>

<p>Health &amp; wellbeing</p>	<p>Healthy routines Influences on health Puberty Unwanted contact FGM</p> <p>(Students learn about 'changing bodies' at primary school and should have a good grasp of the beginnings of puberty. 'Period' education to be given to all students so that there is a mutual understanding of the physical and emotional impact of periods. Sleep does start to become disrupted as students are given more freedom at this age)</p>	<ul style="list-style-type: none"> <li>• how to manage physical and emotional changes during puberty</li> <li>• how to make healthy lifestyle choices including diet, physical activity and sleep</li> <li>• about personal hygiene</li> <li>• Periods - What are they? - physical and emotional impact on those who have them.</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support</li> </ul>	<p><a href="#">PHSE Association, Health education, food choices, physical activity, &amp; balanced lifestyles</a> <a href="#">AYPH - a fair and equal opportunity to be healthy</a> <a href="#">Every Mind Matters - Puberty &amp; sleep</a> <a href="#">PHSE association: Keeping safe FGM guidance and lesson plan</a> <a href="#">Freedom charity: Forced marriage and FGM</a></p>
<p><b>Summer 1</b> Relationships</p>	<p><b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24</p>	<ul style="list-style-type: none"> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent</li> <li>• how to develop self-worth and evaluation of self-efficacy since learning about it in term 1.</li> <li>• how to recognise and challenge media stereotypes surrounding relationships.</li> </ul>	<p><a href="#">PHSE Association - consent lesson pack</a> <a href="#">Medway - Relationships and sex education</a> <a href="#">Every mind matters - forming positive relationships</a> <a href="#">Commitment - what does it mean?</a> <a href="#">Home Office - something's not right - abuse disclosure</a></p> <p><a href="#">The Home Office - Preventing involvement in serious organised crime</a> <a href="#">Dove self esteem</a> <a href="#">NCA CEOP respecting you, me, us</a> <a href="#">NSPCC Talk relationships</a></p>
<p><b>Summer 2</b>  Living in the wider world</p>	<p><b>Financial decision making</b>  Saving, borrowing, budgeting and making financial choices</p>	<ul style="list-style-type: none"> <li>• about saving, spending and budgeting</li> <li>• about ethical and unethical business practices and consumerism</li> <li>• how to make safe financial choices</li> <li>• how to protect financial security online</li> <li>• how to manage risk-taking behaviour</li> </ul>	<p><a href="#">Bank of England EconoME</a> <a href="#">Media Smart - Piracy, what's the big deal?</a></p>

PoS refs: H32, L15, L16, L17, L18

- how to assess and manage risks in relation to gambling and chance-based transactions

## YEAR 8 - MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Reviews / Teacher notes / resources
<b>Autumn 1</b>  Health & wellbeing	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ul style="list-style-type: none"> <li>• about the relationship between habit and dependence</li> <li>• about the over-consumption of energy drinks</li> <li>• about medicinal and recreational drugs</li> <li>• how to use over the counter and prescription medications safely</li> <li>• how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• how to manage influences in relation to substance use</li> <li>• how to recognise and promote positive social norms and attitudes</li> </ul>	
<b>Autumn 2</b>  Relationships	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception  PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> <li>• the qualities of positive, healthy relationships</li> <li>• how to demonstrate positive behaviours in healthy relationships</li> <li>• about forming new partnerships and developing relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>• about the law in relation to consent</li> <li>• that the legal and moral duty is with the seeker of consent</li> </ul>	<a href="#">PHSE association consent lesson packs</a> <a href="#">Medway - Relationships and sex education</a> <a href="#">BBFC: Sex, relationships and age ratings</a> <a href="#">Commitment, what does it mean?</a>

		<ul style="list-style-type: none"> <li>• how to effectively communicate about consent in relationships</li> <li>• about basic forms of contraception, e.g. condom and pill (Light touch on this as it is covered on Keeping safe day)</li> <li>• about gender identity and sexual orientation</li> </ul>	<a href="#">Home office - somethings not right, disclosure</a> <a href="#">Every mind matters: One to one relationships</a> Natalie Hunt - re: Gender identity and sexual orientation.
<b>Spring 1</b>  Living in the Wider World	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work  <b>PoS refs: R39, R41, L3, L8, L9, L10, L11, L1</b>	<ul style="list-style-type: none"> <li>• about employment, self-employment and voluntary work</li> <li>• about equality of opportunity in life and work</li> <li>• how to challenge stereotypes and discrimination in relation to work and pay</li> <li>• how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>	<a href="#">Environment agency - Careers for change</a>  Unifrog  <a href="#">OxLep</a>
<b>Spring 2</b>  Health & wellbeing	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies  <b>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</b>	<ul style="list-style-type: none"> <li>• about attitudes towards mental health</li> <li>• how to challenge myths and stigma</li> <li>• about daily wellbeing</li> <li>• how to manage emotions</li> <li>• how to develop digital resilience</li> <li>• about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>• about healthy coping strategies</li> </ul>	<a href="#">PHSE Association: Mental health and emotional wellbeing</a> <a href="#">Movember, happier, healthier for longer</a> <a href="#">Every mind matters: Dealing with change, online stress and FOMO</a>
<b>Summer 1</b>  Relationships	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia  <b>PoS refs: R39, R40, R41, R3, R4, R42,</b>	<ul style="list-style-type: none"> <li>• about gender identity, transphobia and gender-based discrimination. How to recognise and challenge homophobia and biphobia</li> <li>• how to recognise and challenge racism and religious discrimination</li> <li>• about group-think and persuasion</li> <li>• how to manage influences on beliefs and decisions</li> </ul>	<a href="#">Dove - self esteem project</a> <a href="#">Changing faces - a world of difference</a> <a href="#">NCA-CEOP, Respecting me, you, us</a>

	R43	<ul style="list-style-type: none"> <li>• how to develop self-worth and confidence</li> </ul>	
<b>Summer 2</b>	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process  <b>PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</b>	<ul style="list-style-type: none"> <li>• about GCSE and post-16 options</li> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• skills for decision making</li> <li>• how to work towards aspirations and set meaningful, realistic goals for the future</li> </ul>	<a href="#">learning skills</a> Unifrog <a href="#">OxLEP</a>

## YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Reviews / Teacher notes / resources
<b>Autumn 1</b>  Health & wellbeing	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation  <b>PoS refs: H24, H25, H27, H28, H29, R1,</b>	<ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• how to assess risk and manage influences, including online</li> <li>• to manage risk in relation to gangs (including County Lines)</li> </ul>	<a href="#">Gangs:Managing Risks and Keeping Safe</a>

	R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol use, including addiction and dependence</li> </ul>	
<b>Autumn 2</b> Relationships	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography  PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about myths and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images how to secure personal information online</li> </ul>	<a href="#">You before two - the fundamentals</a> <a href="#">NSPCC - talk relationships</a> <a href="#">PHSE association - consent lesson packs</a> <a href="#">Medway - relationships and sex education</a> <a href="#">Home Office and GEO - disrespect nobody</a> <a href="#">Home office - something's not right, abuse disclosure</a> <a href="#">NCA CEOP - respecting you, me, us.</a> <a href="#">BBFC: Making choices; sex, relationships, age ratings</a>
<b>Spring 1</b> Living in the Wider World	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations  PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about the link between values and career choices</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> </ul>	<a href="#">Bank of England - EconoME</a> <a href="#">Changing Faces - A world of difference</a> <a href="#">PHSE association - developing learning skills</a> <a href="#">Environment agency - careers for change</a> OxLEP website Unifrog



<p><b>Spring 2</b></p> <p>Health and Wellbeing</p>	<p><b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p>	<ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• NHS 5 ways to wellbeing</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including understanding how and which health services to engage with for particular issues: Vaccination, sexual health, NHS 111, Emergency 999, GP</li> </ul>	<p><a href="#">PHSE Association - Health education, food choices, physical activity and balanced lifestyles</a></p> <p><a href="#">PHSE association - The sleep effect</a> <a href="#">Every mind matters - sleep</a> <a href="#">Every mind matters - exam stress</a> <a href="#">RSPH and the health foundation.</a> <a href="#">Health from here to where</a> <a href="#">NHS 5 ways to wellbeing</a></p>
<p><b>Summer 1</b></p> <p>Relationships</p>	<p><b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p>	<ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its causes in different contexts, e.g. with family and friends</li> <li>• conflict resolution strategies</li> <li>• how to manage relationship and family changes, including relationship breakdown, separation and divorce</li> <li>• how to access support services</li> </ul>	<p><a href="#">Cumbria council - tackling homelessness</a> <a href="#">Coram life education - Adoptables school toolkit</a></p> <p><a href="#">Home office, somethings not right - disclosure</a> <a href="#">CRESST curious about conflict</a></p> <p><a href="#">University of Exeter - the rights idea</a></p>
<p><b>Summer 2</b></p>	<p><b>Work experience</b></p>	<ul style="list-style-type: none"> <li>• how to evaluate strengths and interests in relation to career development</li> </ul>	<p><a href="#">PHSE association - careers education lesson plans</a></p>

Living in the wider world	Preparation for and evaluation of work experience and readiness for work  PoS refs: H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23	<ul style="list-style-type: none"> <li>• about opportunities in learning and work</li> <li>• strategies for overcoming challenges or adversity</li> <li>• about responsibilities in the workplace</li> <li>• how to manage practical problems and health and safety</li> <li>• how to maintain a positive personal presence online</li> <li>• how to evaluate and build on the learning from work experience</li> <li>• Applying for work experience.</li> </ul>	Unifrog OxLEP
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## YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Reviews / Teacher notes / resources
<b>Autumn 1</b>  Health & wellbeing	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  PoS refs: H2, H5, H6, H7, H8, H9, H10	<ul style="list-style-type: none"> <li>• how to reframe negative thinking</li> <li>• how to manage challenges during adolescence</li> <li>• strategies to promote mental health and emotional wellbeing</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how to access support and treatment</li> <li>• about the portrayal of mental health in the media</li> <li>• how to challenge stigma, stereotypes and misinformation</li> </ul>	
<b>Autumn 2</b>  Relationships	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> <li>• about relationship values and the role of pleasure in relationships</li> <li>• about myths, assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• about asexuality, abstinence and celibacy</li> </ul>	<a href="#">PSHE association - consent packs</a>  <a href="#">Alice ruggles trust - relationship safety</a>

	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> <li>• about the opportunities and risks of forming and conducting relationships online</li> <li>• how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</li> <li>• how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li> <li>• how to recognise and challenge victim blaming</li> </ul>	<a href="#">University of Exeter - working out relationships</a> <a href="#">Home Office and GEO - Disrespect Nobody</a> <a href="#">University of Exeter - Modern families</a> <a href="#">Every mind matters - one to one relationships</a>  <a href="#">Medway - relationships and sex education</a>
<b>Spring 1</b> Living in the Wider World	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices  <b>PoS refs: H25, R38, L16, L17, L18, L19, L20, L25</b>	<ul style="list-style-type: none"> <li>• how to effectively budget and evaluate savings options</li> <li>• how to prevent and manage debt, including understanding credit rating and pay day lending</li> <li>• how data is generated, collected and shared, and the influence of targeted advertising</li> <li>• about the law and illegal financial activities, including fraud and cybercrime</li> <li>• how to manage risk in relation to financial activities</li> <li>• how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling</li> <li>• strategies for managing influences related to gambling, including online</li> <li>• about the relationship between gambling and debt</li> </ul>	<a href="#">Cifas - antifraud education</a> <a href="#">National crime agency - Exploring cyber crime</a> <a href="#">Demos and gamble aware - resisting gambling</a>
<b>Spring 2</b> Health & wellbeing	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media <b>PoS refs: H19, H20, H21, R20, R35, R36, R37</b>	<ul style="list-style-type: none"> <li>• about the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• how drugs and alcohol affect decision making</li> <li>• how to keep self and others safe in situations that involve substance use</li> <li>• how to seek help for substance use and addiction</li> <li>• about positive and negative role models</li> </ul>	<a href="#">Medway - Gangs, managing risk and keeping safe</a> <a href="#">Drug and alcohol education</a>

		<ul style="list-style-type: none"> <li>• how to evaluate the influence of role models and become a positive role model for peers</li> <li>• about the media's impact on perceptions of gang culture</li> <li>• how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• exit strategies for pressurised or dangerous situations</li> </ul>	
<b>Summer 1</b>  Relationships	<b>Addressing extremism and radicalisation</b> Community cohesion and challenging extremism  PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ul style="list-style-type: none"> <li>• about communities, inclusion, respect and belonging</li> <li>• about the Equality Act, diversity and values</li> <li>• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions</li> <li>• how to manage conflicting views and misleading information</li> <li>• how to safely challenge discrimination, including online</li> <li>• how to recognise and respond to extremism and radicalisation</li> </ul>	<a href="#">Inclusion, belonging and addressing extremism</a> <a href="#">Google and ISD: Be internet citizens</a>
<b>Summer 2</b> Living in the Wider World	<b>Employability skills</b> Employability and online presence  PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ul style="list-style-type: none"> <li>• skills for enterprise and employability</li> <li>• habits and strategies to support progress</li> <li>• how to manage their 'personal brand' online</li> <li>• about young people's employment rights and responsibilities</li> <li>• how to give and act upon constructive feedback</li> <li>• how to identify and access support for concerns relating to life online</li> </ul>	<a href="#">PHSE association - Careers education lesson plans</a>  Unifrog  OxLEP

# YEAR 11

## • MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn...	Reviews / Teacher notes / resources
<b>Autumn 1</b> Health & wellbeing	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities  PoS refs: H2, H3, H4, H8, H12, L22	<ul style="list-style-type: none"> <li>• how to balance ambition and unrealistic expectations</li> <li>• how to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• about the nature, causes and effects of stress</li> <li>• stress management strategies, including maintaining healthy sleep habits</li> </ul>	
<b>Autumn 2</b> Living in the wider world	<b>Next steps</b> Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<ul style="list-style-type: none"> <li>• how to use feedback constructively when planning for the future</li> <li>• how to set and achieve SMART targets</li> <li>• effective revision techniques and strategies</li> <li>• about options post-16 and career pathways</li> <li>• about application processes, including writing CVs, personal statements and interview technique</li> </ul>	<a href="#">Growing careers for positive change</a> <a href="#">PHSE association - careers lessons</a>  Unifrog OxLEP

		<ul style="list-style-type: none"> <li>• how to maximise employability, including managing online presence and taking opportunities to broaden experience</li> <li>• about rights, responsibilities and challenges in relation to working part time whilst studying</li> <li>• how to manage work/life balance</li> </ul>	
<b>Spring 1</b> Relationships	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse  PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	<ul style="list-style-type: none"> <li>• about core values and emotions</li> <li>• about gender identity, gender expression and sexual orientation</li> <li>• how to communicate assertively</li> <li>• how to communicate wants and needs</li> <li>• how to handle unwanted attention, including online</li> <li>• how to challenge harassment and stalking, including online</li> <li>• about various forms of relationship abuse</li> <li>• about unhealthy, exploitative and abusive relationships</li> <li>• how to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	<a href="#">NCA CEOP - online blackmail</a> <a href="#">Medway - managing healthy and unhealthy relationship behaviours</a>
<b>Spring 2</b> Health & wellbeing	<b>Independence</b> Responsible health choices, and safety in independent contexts  PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<ul style="list-style-type: none"> <li>• about the links between lifestyle and some cancers</li> <li>• about the importance of screening - Cervical smears, prostate testing.</li> <li>• about vaccinations and immunisations</li> <li>• about registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>• about blood, organ and stem cell donation</li> </ul>	<a href="#">NHS blood and transplant- exploring blood, organ and stem cell donation</a> <a href="#">You before two the fundamentals</a>
<b>Summer 1</b>	<b>Families</b>		

Relationships	<p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<ul style="list-style-type: none"> <li>• about different types of families and changing family structures</li> <li>• how to evaluate readiness for parenthood and positive parenting qualities</li> <li>• about fertility, including how it varies and changes</li> <li>• about pregnancy, birth and miscarriage</li> <li>• about unplanned pregnancy options, including abortion</li> <li>• about adoption and fostering</li> <li>• about 'honour based' violence and forced marriage and how to safely access support</li> </ul>	<p><a href="#">Family life - exploring relationships, marriage, and parenting</a></p> <p><a href="#">Fertility and pregnancy choices</a></p> <p><a href="#">Freedom charity, forced marriage and FGM</a></p>
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## Tutor time - OVERVIEW

ResponsibleStaff	Topic	During these sessions students will learn.....	
Amy Prior	<p><b>British Values</b> (All years)</p>	<p><b>3 Sessions:</b></p> <ul style="list-style-type: none"> <li>• What are the Fundamental British Values?</li> <li>• What does each value mean?</li> <li>• What are the reasons for the British Values?</li> <li>• What could happen if these values weren't in place?</li> <li>• UK democracy including current information on political parties.</li> <li>• UK Judicial system.</li> <li>• Tolerance and respect and real life instances where this is important.</li> <li>• Link back to school values.</li> </ul>	

Amy Prior	<b>Preparation for work experience (Year 9)</b>	<b>3 sessions:</b> <ul style="list-style-type: none"> <li>• What is work experience?</li> <li>• The benefits of work experience.</li> <li>• Where should I go for my work experience?</li> <li>• The various ways of applying for work experience with examples.</li> </ul>	
Amanda Sissons	<b>First Aid (Year 7)</b>	<b>3 Sessions:</b> <ul style="list-style-type: none"> <li>• What is First Aid?</li> <li>• Potential first aid situations - hazards.</li> <li>• What to do if a situation requires more than 'first aid' (Get help, safety in numbers, look after your own safety)</li> <li>• How to deal with alerting for help - including making a 999 call.</li> <li>• Recovery position.</li> <li>• Nose bleeds.</li> <li>• Minor cuts &amp; Grazes.</li> <li>• Burns and Scalds.</li> <li>• Sprains.</li> </ul>	<a href="#">St Johns Ambulance, first aid training in schools KS3</a>
Francis David	<b>First Aid (Yr 8&amp;9)</b>	<b>3 sessions:</b> <ul style="list-style-type: none"> <li>• Ensuring safety of self in all situations. Assess danger.</li> <li>• How to alert for help including a 999 call.</li> <li>• Instructing people assertively and delegating roles.</li> <li>• Recovery position (what is it? when is it required? How? - this should require a practical session.</li> <li>• Situations which may require CPR.</li> <li>• CPR - ABC</li> </ul>	<a href="#">St Johns Ambulance , first aid training in schools KS3</a>



Emma Mannion	<b>First Aid and Personal safety (Years 10 &amp; 11)</b>	<p><b>3 sessions:</b></p> <ul style="list-style-type: none"> <li>• Summary of basic first aid, hazards, seeking help.</li> <li>• Summary of recovery position and CPR ABC.</li> <li>• Personal safety including: <ul style="list-style-type: none"> <li>• Sun safety</li> <li>• Safety in numbers and looking after each other in situations as students get older. (Alcohol/drugs incidents, walking home from parties alone)</li> <li>• Personal safety good practice - ie telling people where you're going. Safe words with parents. Being aware when walking alone (no headphones etc)</li> <li>• Testicular and breast health - checking.</li> </ul> </li> </ul>	<p><a href="#">Testicular health and checking</a>  <a href="#">What is cancer? The teenage cancer trust</a>  <a href="#">Coppafeel breast cancer awareness</a>  <a href="#">St Johns ambulance - first aid training in schools lesson plans KS4</a>  <a href="#">British heart foundation call push rescue</a></p>
Sarah Neyland	<b>Safety</b>	<p><b>3 sessions:</b></p> <ul style="list-style-type: none"> <li>• Water - Good practice when around water. Currents, what does drowning look like?</li> <li>• Rail - Safety not just around the tracks but in the vicinity.</li> <li>• Road - as a pedestrian and cyclist.</li> </ul>	<p><a href="#">Water safety</a>  Highway code  Youtube videos</p>
Liz Neville	<b>Misogyny and microaggressions</b>	<p><b>3 Sessions:</b></p> <ul style="list-style-type: none"> <li>• What is a microaggression?</li> <li>• Examples in real life.</li> <li>• The impact of microaggressions.</li> <li>• What is misogyny?</li> <li>• Examples in life, including micro aggressions.</li> <li>• Impact of misogyny.</li> <li>• Misogyny and the law - including in the workplace.</li> <li>• What is feminism? - destigmatising true feminism ie, not 'man hating'. Men can be feminists.</li> </ul>	

Julia Pritchard	<b>Sustainability</b>	<b>3 Sessions:</b> <ul style="list-style-type: none"> <li>• What does sustainability mean?</li> <li>• Why do we need to be more sustainable? What are the issues we face?</li> <li>• The impact of industry and consumerism</li> <li>• 6 R's</li> <li>• How can we be more sustainable?</li> <li>• Marginal gains (we can all help with small changes)</li> </ul>	
Anushka Fitzherbert	<b>Study Skills (KS3)</b>	<b>3 Sessions:</b> <ul style="list-style-type: none"> <li>• Being prepared - The importance of coming to school with the correct equipment. (What to do in financial difficulty - speak to tutor).</li> <li>• What to do when stuck - destigmatising finding things difficult.</li> <li>• Growth mindset - it's ok to make mistakes.</li> <li>• Metacognition - how to find answers/be resourceful when stuck.</li> <li>• Writing information in your own words and extrapolating the relevant info (not just printing off wikipedia).</li> </ul>	<a href="#">Developing learning skills</a>
Sally Butler	<b>Study Skills (KS4)</b>	<b>3 Sessions:</b> <ul style="list-style-type: none"> <li>• Being prepared - the importance of coming to school with correct equipment (WHat to do in financial difficulty)</li> <li>• Note taking skills.</li> <li>• What to do when stuck or not understanding.</li> <li>• What to do when an exam goes badly - ie focus on the areas you need help with.</li> <li>• How to revise effectively - A lot of the most common ways students revise aren't actually helpful.</li> <li>• Revision timetables and prioritising revision.</li> <li>• Wellbeing - regular breaks and getting out.</li> </ul>	

Amy Barnes	<b>Dental Health &amp; Hygiene</b>	<p><b>3 Sessions:</b></p> <ul style="list-style-type: none"> <li>• What does dental health cover? ie gums, mouth health.</li> <li>• Summarise the structure of teeth and gums.</li> <li>• How does dental health work in the UK - NHS or private.</li> <li>• What is a hygienist?</li> <li>• Dental health issues and diseases.</li> <li>• Dental health procedures - fillings, root canal etc</li> <li>• What should we do to ensure good dental health.</li> <li>• What should we avoid which could lead to poor dental health.</li> </ul>	<a href="#">Dental health</a>
LS Staff? TBC	<b>SEND</b>	<p><b>3 Sessions (or more if needed)</b></p> <p>ASC:</p> <ul style="list-style-type: none"> <li>• What is ASC?</li> <li>• How might people who have ASC present?</li> <li>• The challenges people with ASC face.</li> <li>• What should we be doing to support?</li> </ul> <p>Tourettes:</p> <ul style="list-style-type: none"> <li>• What is Tourettes?</li> <li>• How might people who have ASC present?</li> <li>• The challenges people with ASC face.</li> <li>• What should we be doing to support?</li> </ul> <p>EAL:</p> <ul style="list-style-type: none"> <li>• What is EAL?</li> <li>• The many reasons a student might have moved here from another country.</li> <li>• How might students with EAL behave?</li> <li>• What are the challenges they face?</li> <li>• What should we be doing to support them?</li> </ul>	

Jo Baraclough	<b>The Media - Should we believe it?</b>	<b>3 Sessions:</b> <ul style="list-style-type: none"> <li>• What are the various types of media?</li> <li>• The many reasons we should be cautious when taking information from the media.</li> <li>• Media devices and misinformation (inflammatory headlines for example)</li> <li>• Politics and money driving media narratives.</li> <li>• Examples of when the media have driven world events.</li> <li>• Social media - do people project their real lives or just the best bits? Keeping things in perspective.</li> </ul>	
TBC	<b>Bereavement and loss</b>	TBC – Working in partnership with a bereavement charity.	

[Personal Development Curriculum Journey 23/24](#)

Relationships and Sex Education is highlighted in red.