

PSHE

including:

Relationships and Sex Education (RSE)

and

Health Education Policy

Policy reviewed and agreed

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Context

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

It is an expectation that schools use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. It is our aim to use PSHE education to build, where appropriate, on the statutory content outlined in the national curriculum, the school curriculum and in statutory guidance on drug education, financial education, sex, and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

All the compulsory subject content will be age appropriate and developmentally appropriate.

It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Relationships (RSE) is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. This is a statutory requirement and is covered in its own section within this policy

Availability

All school policies are available for ease of access on the school website:

www.actfast-nl.co.uk

Printed versions of these policies are available free of charge on request.

Rationale and Aims

This new framework emphasises the need for high quality provision through a broad and rich curriculum and aims to support the future success of all individuals, with a focus on supporting those from disadvantaged backgrounds.

Ofsted framework for PSHE education

At Act Fast NL Ltd, we acknowledge that a wide range of factors affect our pupils, such as home life and their communities.

North Lincolnshire is ranked as the 129th most deprived local authority out of 326 in England.

Across the social gradient there is a high variation in life expectancy.

Life expectancy is 8.3 years lower for men and 9.3 years lower for women in the most deprived areas of North Lincolnshire than in the least deprived areas.

Drug use is significantly worse than the England average.

North Lincolnshire is worse for some indicators of excess mortality

North Lincolnshire - Care Quality Commission

Our PSHE curriculum (Incorporating RSE and Health education) helps to give our students the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

It aims to help them in developing personally and socially and it tackles many of the moral, social and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Curriculum

Although Schools will not be judged on the results of personal development in the lives of students, but on the intent, effectiveness and quality of the provision in place to address it. As such, it is absolutely essential that teachers delivering lessons are confident, trained in PSHE education and have access to a well-planned curriculum, tailored to their pupils' needs

Ofsted framework for PSHE education

At Act Fast NL Ltd PSHEe is taught as a spiral programme which is the recurrence of themes throughout the key stages. With each delivery of the theme, the level of demand increases, and learning is progressively deepened.

We know that active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Students need opportunities to clarify their values and beliefs and rehearse and develop enquiry based, interpersonal skills.

The PSHEe curriculum is based on the learning outcomes (Programmes of Study) outlined in national guidance from the PSHE Association. Learning is grouped into 3 core themes of:

- Health and Wellbeing
- Living in the wider world: economic wellbeing and being a responsible citizen.
- Relationships

Core Theme: Health and Wellbeing

- What is meant by a healthy lifestyle?
- How to maintain physical, mental, and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- How to manage change, including puberty, transition, and loss.
- How to make informed choices about health and wellbeing, and where to get help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

Core Theme: Relationships

- How to develop and maintain a variety of relationships, within a range of social and cultural contexts.
- How to recognise and manage emotions within relationships.
- How to respond to risky or negative relationships, including bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.

Core Theme: Living in the Wider World

- About respect for themselves and others, and the importance of responsible actions and behaviour.
- About rights and responsibilities as members of families, other groups, and citizens.
- About different groups and communities.
- To respect equality and diversity, and how to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe, and the importance of managing it effectively.
- The part that money plays in people's lives.
- A basic understanding of enterprise.

The aims of relationships and sex education (RSE) are:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

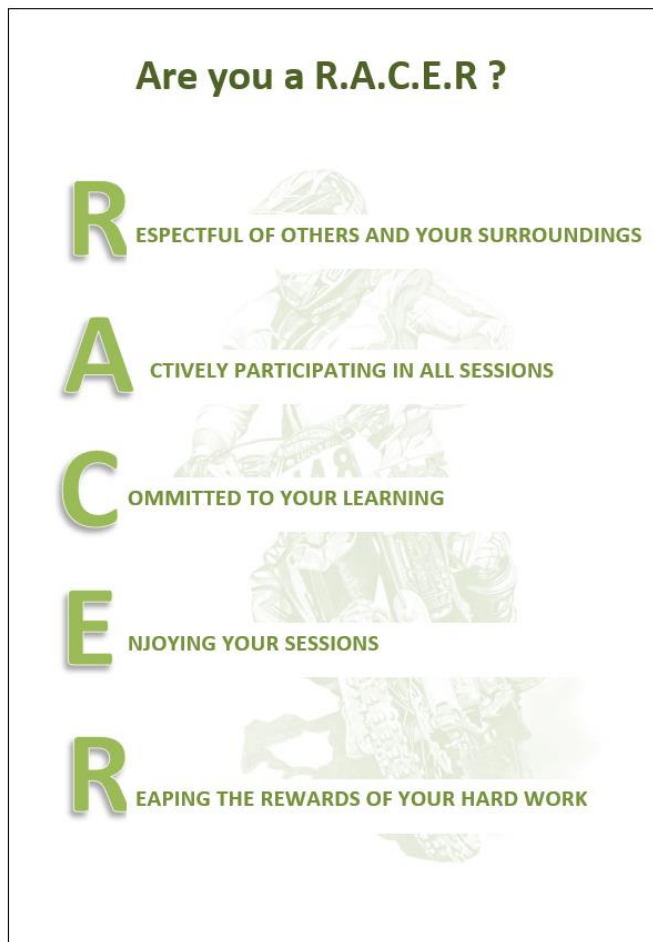
Values

Our PSHEe programme aims to support young people to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.

Our learning objectives, fulfilled through the engagement of students in active learning opportunities, enable students to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make

positive contributions to their families, schools and communities.

We believe that through providing high quality PSHE learning opportunities, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. This is echoed in our school which promotes collaborative working, and mutual respect through an ethos linked to 'R.A.C.E.R.'



Our PSHE programme promotes and reflects our values of respect, equality and cooperation. Students learn to recognise, develop and communicate their qualities, skills and attitudes. Students accumulate knowledge, confidence and self-esteem in order to realise their true potential. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

The world is full of complex and sometimes conflicting values. Personal well-being helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major

contribution to the promotion of personal development.

Education for economic well-being and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively

We know that active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Students need opportunities to clarify their values and beliefs and rehearse and develop enquiry based, interpersonal skills.

Equality, Diversity and Inclusion

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice.

Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership¹¹, or sexual orientation (collectively known as the protected characteristics).

Preventative PSHE education that teaches acceptance, tolerance and empathy as well as strategies to respond appropriately to bullying, prejudice and discrimination plays an important part alongside an effective behaviour and sanctions policy.

At Act Fast NL Ltd we actively promote high levels of respect for each other, are supportive of one another's wellbeing and recognise self-control. Our ethos and PSHE education helps our pupils to know how they can support each other, manage their own behaviour and get help and support for themselves or their friends when they need it.

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Protected Characteristics

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will take into account the ability, age-readiness and cultural background of students in order that all students can access the PSHE curriculum.

Facilitating Learning

The purpose of each lesson is made clear and linked to every day real life situations.

Appropriate learning experiences are planned and meet the needs of all the students in the class. These are outlined in the Long-Term overview and Medium plans found in the appendices to this policy and also on the school website.

Where specific opportunities arise which require whole school intervention to meet the needs of learners then we reserve the right to amend the proposed schedule of topic delivery. Where this is required we will notify parents/ carers as necessary.

Learning experiences draw on student’s own experiences or existing knowledge and provide a range of opportunities for students to learn, practise and demonstrate skills, attitudes and knowledge and understanding.

Time is given for students to reflect, consolidate and apply their learning. Students are encouraged to take responsibility for their own learning and to reflect on their own progress as well as having discussions with their key/ pastoral worker about how they can get the most from their time in school.

Relationships and Sex Education (RSE)

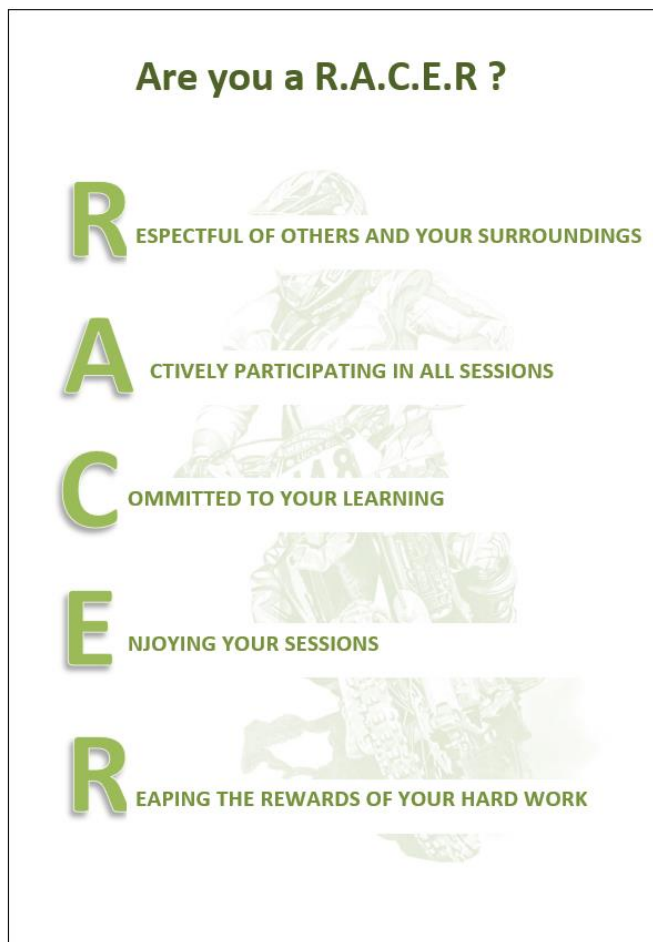
Created in collaboration with
the PSHE Association

Introductory statement –Relationships and Sex Education (RSE)

This policy covers Act Fast NL Ltd whole school approach to Relationships and Sex Education (RSE).

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being

Act Fast NL Ltd believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. The school promotes collaborative working, and mutual respect through an ethos linked to 'R.A.C.E.R.'



This policy was produced in consultation with our staff, Accountability and Standards Group, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education guidance and other relevant guidance.

We will review the policy on an annually to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies:

- Accessibility Policy
- Anti-Bullying Policy
- Anti-Radicalisation
- Behaviour Policy
- Child Protection and Safeguarding
- Drug and Alcohol Policy
- Equality and Diversity Policy
- Healthy Living Policy
- KCSE 2020
- Online Safety Policy
- Parent Partnership Policy
- Safer Internet Use policy

Equality, inclusion, and social justice

Schools should consider what they can do 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. (RSHE Guidance, p14)

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are

mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE at Act Fast NL Ltd will seek to challenge all forms of discrimination and prejudice between pupils, staff, visitors and contracted workers and promote understanding and respect as outlined under the Equality Act 2010.

Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. (RSHE Guidance, p25)

Definition of relationships and sex education

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health¹.

We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's

curiosity about the world around them, supporting their development and their respect for themselves and each other².

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject Content

Our PSHE scheme of learning will follow the three core themes of Health and wellbeing: Living in the wider world and Relationships.

Lesson topics will incorporate Relationships and Sex Education (RSE) topics:

The curriculum programme has been sourced from the PSHE Association and further developed to meet the needs of our school by senior leaders and trained staff in conjunction with the views of teachers, pupils and parents.

In Act Fast NL Ltd we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

- Being Safe
- Families
- Intimate and sexual relationships including sexual health
- Online and media
- Respectful relationships including friendships

These follow the Programme of Study (what learners leaving secondary education should know and understand).

A full breakdown of these programmes of study for PSHE incorporating RSE is visible on our website and hard copies also available on request (Free of Charge)

Subject Delivery

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. (RSHE Guidance, p8)

RSE will be delivered in Act Fast NL Ltd as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled

lessons across all key stages, using a spiral curriculum approach.

Learners on our '*outreach program*' will undertake activities which address the PSHE core themes as an integral aspect of their outreach offer. If they are unable to attend scheduled sessions covering statutory Relationships and Sex Education content on site. (In so far as they have not been excused from taking part) then remote learning covering the content will be provided.

The senior leadership and PSHE team will work closely with colleagues across the whole school to ensure a holistic and joined up approach to what is taught in RSE.

Our enrichment activities are designed to develop and reflect the core values of the PSHE curriculum including:

- daily briefings,
- regular 1:1 Key Worker/Pastoral discussions,
- themed cross curricular activities and displays.

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

We may also use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below).

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts).

School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE.

In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

Monitoring

Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. (RSHE Guidance, p43)

We regularly monitor our RSE scheme of learning to ensure that the topic content is current and meets the latest national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team in conjunction with the schools Accountability and Standards Group on a yearly basis. However, if change are implemented by legislation before the due date this will be carried out expediently. Where changes are needed, members of staff, parents/carers and pupils will be consulted, and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Standing agenda item on Senior leadership meeting schedule.
- Senior leader oversight on compliance of scheme of learning. (Including Accountability and Standards Group scrutiny)
- Regular checks on progress against scheme of learning including: Lesson observations, Learning walks and sampling of pupils' work
- Analysing pupil attendance in lessons

Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness.

The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme as part of the 'half termly' PSHE/ RSE team and standardisation meetings.
- Evidence from lesson observations
- Feedback and evaluation by pupils through key worker 1:1 discussions and School council feedback.
- Scrutiny of pupil assessment records

- Sampling pupil work and portfolios.

Pupil assessment

Act Fast NL Ltd uses a range of assessment methods to get regular feedback on pupil progress in RSE. We also use pupil assessment to identify where pupils need extra support or intervention.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Assessment methods used include:

- Project work
- Completed Written work
- Responses produced through Individual and group work. (Posters, presentations, role plays, research, information leaflets)
- Students' pre and post unit assessments
- Knowledge wall.

Pupil voice

Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils. (RSHE Guidance, p12)

Pupil voice is central to the culture and ethos of Act Fast NL Ltd. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives through the following strategies:

- Evidence from learner engagement during RSE and PSHE lessons.
- Feedback and evaluation by pupils through key worker 1:1 discussions and School council feedback.
- Anonymous suggestions/ questions box in PSHE teaching area.

Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their-own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

(RSHE Guidance – Para 31, P,14)

Answering pupil questions

The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

(RSHE Guidance, p23)

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

If possible, where a question is relevant to the whole class, we will answer it to the whole group. There may be the need to deal with a question outside of the classroom if it is not suitable for the entire class. To allow all learners to access the content of RSE at Act Fast (Including those learners with specific SEMH needs making communication in whole class forum difficult) we provide an Anonymous questions box in the PSHE/RSE room where learners are encouraged to pose questions and suggestions for information relevant to their individual needs.

Questions will always be answered in an age and developmentally appropriate way and take into account of parent/carer withdrawal request.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. We believe that children are better protected from harm and abuse when they are able to discuss issues

openly with trained professionals and in a safe environment.

Working with parents/carers

All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when. (RSHE Guidance, p17)

All schools must have in place a written policy for [...] RSE. Schools must consult parents in developing and reviewing their policy.

Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

(RSHE Guidance, p11)

We believe that the successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers. This included talking with parents at the Parent support group and seeking feedback from selected parents as identified on Policy ratification/ signatory sheet.

We continually work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- Weekly Parent support group at Café Natura
- Accessible media and materials for parents and carers made available on the school website 'Parent /Carer and additional Support' area
- Inductions to the school – Parents/ Carer informed of the schools PHSE and RSE provision, location of relevant information and their statutory rights and process to withdraw their child from Sex education.
- Sharing copies of the policy through face-to-face meetings, direct mail, emails and school website.
- Letters to parents/carers giving information about when RSE will be delivered and when certain classes (including classes that involve sex education) will take place
-

If parents/carers have any concerns or special circumstances the school should be aware of, or

would like any further information about the curriculum they are free to approach the school Principal to discuss.

We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

Parental right to request their child be excused from sex education

All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. (RSHE Guidance, p17)

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Principal to discuss their concerns. The Principal will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the

curriculum. If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

Where a child has been withdrawn from sexual education sessions, alternative lesson content on Health and Wellbeing will be taught to support SEMH needs where appropriate.

Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

On our PSHE and RSE long term overview we have highlighted in red the areas which we feel fall under the area of Sex education and which are not covered by the Science, Relationships or Health headings subject to current DfE guidance. These areas therefore may be potential topics where parents have the right to request that their child be withdrawn from some or all sessions as defined by DfE Guidance on RSE p17

In any case where a parent/carer has concerns regarding the nature and content of PSHE or RSE sessions they are welcome to discuss these with the school Principal and/ or RSE team.

The information above is based on the Relationships, RSE and Health Education guidance that becomes statutory from September 2020. Up until September 2020, the parental right to withdraw remains the same under existing legislation and Sex and Relationships Education Guidance (2000). This means that parents will have a right to withdraw from some or all of sex education lessons in primary schools. For secondary schools, a parent can withdraw their child from some or all of sex education. A head teacher cannot overrule a request for withdrawal. This includes children above the age of 16. For more information please see: gov.uk/government/publications/sex-and-relationship-education

Working with visitors and external agencies

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. (RSHE Guidance, p18)

To ensure the best possible means of topic delivery Act Fast NL Ltd may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include Nurses and other specialist NHS staff. A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Act Fast NL Ltd acknowledges that RSE is crucial for creating a culture for safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education

Safeguarding and child protection

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. (RSHE Guidance, p42)

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse or have experienced abuse. We recognise that when discussing some of the issues RSE covers some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, on-going concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Act Fast NL Ltd wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At Act Fast NL Ltd we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Health Education Physical health and mental wellbeing

Created in collaboration with
the PSHE Association

Aim

The statutory guidance for Health Education, Relationships Education and RSE covers broad areas of particular relevance and concern to young people today.

It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

The content of Health Education lessons being taught at Act Fast NL Ltd will enable learners to:

- Recognise what is normal and consequently what is an issue in themselves and others.
- When issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked. We recognise that it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. Our site, curriculum (including physical education) and program of enrichment activities help promote pupils' self-control, ability to self-regulate and develop strategies for doing so. This enables them to become:

- Confident in their ability to achieve well, and persevere even when they encounter setbacks or when their goals are distant.
- Respond calmly and rationally to setbacks and challenges.

Physical health and mental wellbeing: Secondary

This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. At Act Fast NL Ltd we actively promote an atmosphere that encourages openness. This means that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

At Act Fast NL Ltd all students will have access to a graduated individual support strategy which includes:

- Individual key worker/ mentor who will conduct regular (Half termly) meetings.
- Designated mental health and welfare champion –Shankara Durga
- Access to additional external support agencies through school referral.
- On site professional psychological support services provided through 'Un-Ravel'

The curriculum programme has been sourced from the PSHE Association and further developed to meet the needs of our school by senior leaders and trained staff in conjunction with the views of teachers, pupils and parents.

At Act Fast NL Ltd we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education, Health Education, and National guidance for physical education in schools. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Curriculum Content

It (Physical health and mental wellbeing education) should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Statutory guidance
Physical health and mental wellbeing
(Primary and secondary)
Updated 13 September 2021

Although we take learners at secondary school age, Act Fast NL Ltd are aware that some learners entering school at Year 7 may have missed out on essential education from the primary school phase.

We undertake to ensure that coverage of Puberty including menstruation will be covered in Health Education and will, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Our Health and wellbeing scheme of learning is incorporated within the wider PSHE Scheme. The scheme follows a spiral curriculum across the three core themes of: Health and wellbeing Living in the wider world and Relationships.

A full breakdown of the programmes of study for PSHE incorporating Health and wellbeing is visible on our website and hard copies also available on request (Free of Charge)

The main areas included in the Health and Wellbeing theme are:

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

Curriculum Delivery

Pupils should also be taught the benefits of hobbies, interests, and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing

Statutory guidance
Physical health and mental wellbeing
(Primary and secondary)
Updated 13 September 2021

Our Facilities to Support PSHE.

Act Fast site is located at Kieradan Park, a 20 Acre site incorporating Motocross and Minibike tracks. Motocross is an integral component in the schools' enrichment curriculum. Learners are actively encouraged to take part in individual and team events.

Act fast is a Duke of Edinburgh Award scheme 'Licenced Organisation.' As such we have embedded curriculum activities which contribute towards achievement in Physical, Skill, Volunteering and Expedition sections.

Pupils are approached for their suggestions of physical activities they would like to see incorporated into enrichment in addition to the PE curriculum. This is facilitated through school council and is fed back to the wider school on the 'You said WE did board.'

Appendix: Resources and Amendments

Created in collaboration with the
PSHE Association

Resources used in the Development of this policy


<i>Resource Title</i>	<i>Author</i>	<i>Page reference</i>	<i>Date of publication</i>

Version History

Version	Date
1.1	21/02/2022

Policy Consultation Log

PSHE and RSE Policy

Authors	P Bell and P S Baxter		
Date	29-03-2022		
Staff Representative	S Durga, C Juggins		
Accountability and Standards Group Representatives	P Hargrave		
Parent/carer Representatives	V Harrison	D Harrison	L V Simm
Student Representatives	L S		
Principal Sign Off			
Date	30/03/2022		

Appendix 1: Letter to Parent/ Carer – Year 7&8



Act Fast NL Ltd
Kieradan Park
North Moor Lane
Scunthorpe
North Lincolnshire
DN17 3PS
Tel: 01724 856868
E-mail info@actfast-nl.co.uk
www.actfast-nl.co.uk

6th June 2022

Dear Parent/Carer,

As a part of your child's education at Act Fast, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe and healthy lives and meet their full potential.

I am writing to let you know that, over the *Summer 2* half term, starting 6th June, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme.

RSE lessons in years 7 will include teaching about self-worth, romance and friendships (including online) and relationship boundaries. friendships (including online) and relationship boundaries.

RSE lessons in year 8 will include teaching about gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception.

Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every year group. All teaching takes place in a safe learning environment and is underpinned by our school ethos and values. This is monitored and reviewed regularly by the staff and our Accountability and Standards group. Where pupils have missed significant learning in previous years it may be necessary to cover subject content from the scheme of learning below National Curriculum year. Learners will not however be taught subject content above their National Curriculum year.

Under statutory guidance issued by the DfE, parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

Please visit the school's website: www.actfast-nl.co.uk (Curriculum – RSE Tab) for more detail about our PSHE curriculum.

If you wish to discuss any aspect of sex education content being taught to your child over the next half term, we would urge you to contact me at the school for further information before 13th June 2022. In the absence of a response, the school will consider this as full consent to deliver the full RSE curriculum to your child as planned.

Yours

P Sembiante
P Sembiante
Principal

sincerely,

Appendix 1.1: Letter to Parent/ Carer – Years 9-11



Act Fast NL Ltd

Kieradan Park
North Moor Lane
Scunthorpe
North Lincolnshire
DN17 3PS
Tel: 01724 856868
E-mail infol@actfast-nl.co.uk
www.actfast-nl.co.uk

6th June 2022

Dear Parent/carers,

As a part of your child's education at Act Fast, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe and healthy lives and meet their full potential.

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Yours

P. Sembiante
P Sembiante
Principal

sincerely,

TO BE COMPLETED BY PARENT/ CARER

Name of child

Class

Name of parent/Carer

Date

Reason for withdrawing from sex education within relationships and sex education

Appendix 2: Parent/ Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENT/ CARER

Any other information you would like the school to consider

Parent/ Carer
signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from
discussion with parents

Principal/SLT signature

Amendments

Policy Amendments				
Original	Modification Made	Reason	Consultation with	Date
Version 1 -	Addition to RSE letter to parents and carers as follows: 'Where pupils have missed significant learning in previous years it may be necessary to cover subject content from the scheme of learning below National Curriculum year. Learners will not however be taught subject content above their National Curriculum year.'	To explain to parents/carers the need for teaching subject content below National Curriculum year in certain circumstances where pupils have gaps in knowledge.	Amended by Philip Bell - 06/06/2022. Consulted with Peter Sembiante and Steve Baxter.	06/06/2022

ACT FAST PSHE and RSE EDUCATION: LONG-TERM OVERVIEW (Curriculum Map)

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
	Building for the future Self-efficacy, stress	Next steps Application processes, and	Communication in relationships	Independence Responsible health choices,	Families Different families and	

NB Entries in **RED** are possible areas of sex education which parents/carers may wish to discuss re opt out. Area in **BLUE** are linked to SMSC including Protected Characteristics

MEDIUM-TERM OVERVIEW - YEAR 7

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> • how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid
Autumn 2 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices

Spring 1 Relationships	Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others
Spring 2 Health & wellbeing	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol
YEAR 7 — MEDIUM-TERM OVERVIEW (CONTINUED)		
	PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	<ul style="list-style-type: none"> • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support
Summer 1 Relationships	Building Self-worth, romance and friendships (including online) and relationship boundaries relationships PoS refs: H1, R2, R9, R11, R13, R14, R16, R4	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
Summer 2	Financial decision making	<ul style="list-style-type: none"> • how to make safe financial choices

Living in the wider world	Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18	<ul style="list-style-type: none"> • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour
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MEDIUM-TERM OVERVIEW - YEAR 8

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Drugs and alcohol 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"> • about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes
Autumn 2 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> • about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices
Spring 1 Relationships	Discrimination Discrimination in all its forms, including:	<ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence

	<p>racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>PoS refs: R39, R40, R41, R3, R4, R42, R43</p>	<ul style="list-style-type: none"> • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination
<p>Spring 2 Health & wellbeing</p>	<p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p> <p>PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>	<ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies
<p>Summer 1 Relationships</p>	<p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p>	<ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill
<p>Summer 2 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>	<ul style="list-style-type: none"> • about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources

- how to distinguish between content which is publicly and privately shared
- about age restrictions when accessing different forms of media and how to make responsible decisions
- how to protect financial security online
- how to assess and manage risks in relation to gambling and chance-based transactions

MEDIUM-TERM OVERVIEW - YEAR 9

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ul style="list-style-type: none"> • how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence
Autumn 2 Living in the wider world	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making
Spring 1 Relationships	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown,

		<ul style="list-style-type: none"> separation and divorce how to access support services
Spring 2	<p>Healthy lifestyle</p> <p>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"> about the relationship between physical and mental health about balancing work, leisure, exercise and sleep how to make informed healthy eating choices how to manage influences on body image to make independent health choices to take increased responsibility for physical health, including testicular self-examination
Summer 1 Relationships	<p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>	<ul style="list-style-type: none"> about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about myths and misconceptions relating to consent about the continuous right to withdraw consent and capacity to consent about STIs, effective use of condoms and negotiating safer sex about the consequences of unprotected sex, including pregnancy how the portrayal of relationships in the media and pornography might affect expectations how to assess and manage risks of sending, sharing or passing on sexual images how to secure personal information online
Summer 2 Living in the wider world	<p>Employability skills</p> <p>Employability and online presence</p> <p>PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>	<ul style="list-style-type: none"> about young people's employment rights and responsibilities skills for enterprise and employability how to give and act upon constructive feedback how to manage their 'personal brand' online habits and strategies to support progress how to identify and access support for concerns relating to life online

MEDIUM-TERM OVERVIEW - YEAR 10

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	Mental health 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"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation
Autumn 2 Living in the wider world	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	<ul style="list-style-type: none"> • how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities
Spring 1 Relationships	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<ul style="list-style-type: none"> • about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours

	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ul style="list-style-type: none"> • about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy
Spring 2 Health & wellbeing	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p>	<ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction
Summer 1 Relationships	<p>Addressing extremism and radicalisation Community cohesion and challenging extremism</p> <p>PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> • about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation
Summer 2 Living in the wider world	<p>Work experience Preparation for and evaluation of work experience and readiness for work</p>	<ul style="list-style-type: none"> • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity

PoS refs: H1, L1, L2, L3, L5, L7, L8, L9
L10, L11, L12, L13, L14, L15, L23

- about responsibilities in the workplace
- how to manage practical problems and health and safety
- how to maintain a positive personal presence online
- how to evaluate and build on the learning from work experience

MEDIUM-TERM OVERVIEW - YEAR 11

Half term	Topic	In this unit of work, students learn...
Autumn 1 Health & wellbeing	<p>Building for the future Self-efficacy, stress management, and future opportunities</p> <p>PoS refs: H2, H3, H4, H8, H12, L22</p>	<ul style="list-style-type: none"> • how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance, and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online
Autumn 2	Next steps	<ul style="list-style-type: none"> • how to use feedback constructively when planning for the future

Living in the wider world	<p>Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p>	<ul style="list-style-type: none"> • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance
<p>Spring 1</p> <p>Relationships</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support
	<p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<ul style="list-style-type: none"> • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support

<p>Spring 2</p> <p>Health & wellbeing</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p> <p>PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24</p>	<ul style="list-style-type: none"> • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self-examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation
<p>Summer 1</p> <p>Relationships</p>	<p>Families</p> <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"> • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about ‘honour based’ violence and forced marriage and how to safely access support