



Oakfield Lodge School

PSHE Policy

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Introduction

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of the whole school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

DfE Requirements:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

Along with the National Curriculum framework, the DfE has published a guidance document on PSHE Education, which states that the subject is:

‘An important and necessary part of all students’ education’

‘Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic 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.’

As section 2.1 of the National Curriculum framework state:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which: “promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society” and “prepares students at the school for the opportunities, responsibilities and experiences of later life”.

In September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education were made compulsory in all schools.

1. Aims:

Personal, social, health and economic (PSHE) education is a non-statutory but important and necessary part of all childrens’ education (Department for Education, 2020).

At Oakfield Lodge School we strive to ensure that every child achieves academically, socially and personally through our school ethos and values.

Our PSHE programme is rooted in our school values and aims to equip each child with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.

We recognise that PSHE can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

We continue to tailor our PSHE programme to best reflect the needs of our children at Oakfield Lodge School through:

1. Promoting their spiritual, moral, cultural, mental and physical development
2. Preparing them for the opportunities, responsibilities and experiences of later life. (Education Act 2002/ Academies Act 2010)

1.1 PSHE aims to help our students develop an increased understanding and knowledge of the following required content, the content is split into 3 core themes, within those themes are the topic areas taught (Appendix 1 PSHE Framework Key stages 3 & 4):

Health & Wellbeing	Relationships	Living in the Wider World
Mental Wellbeing Physical Health & Fitness Healthy Eating Drugs, Alcohol and Tobacco Health Prevention The Changing Adolescent Body	Families Respectful Relationships including Friendships Online and Media Being Safe Intimate and Sexual Relationships including Sexual Health	Internet Safety Basic First Aid Economic Wellbeing

2. Statutory requirements:

PSHE is a non-statutory subject. However, to support all young people to stay safe and prepare for life in modern Britain, there are aspects of it we are required to teach.

Upon statutory guidance that came into effect in September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies ‘to promote the wellbeing of pupils at the school’, our PSHE revised curriculum subjects will be:

1. Health education
2. Relationships and sex education (RSE)

Both of these statutory elements fall under the [Children and Social Work Act 2017 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2017/25), in line with the terms set out in [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/431202/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf). You can access our RSE Policy here which details a parent’s right to withdraw their child from certain aspects of RSE which do not form part of the science national curriculum.

3. Content and delivery

3.1 What we teach:

As stated above (Reference 1.1), we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). Please refer to our Relationships and Sex Education Policy for details about what we teach.

3.2 How we teach it:

Children in Key Stage 3 & 4 are timetabled for a 1-hour weekly PSHE lesson. We aim to supplement these timetabled lessons with ‘School Themed Days’ where children will have the opportunity to explore key topics in depth over a longer period of teaching time.

Each PSHE lesson is planned and tailored to the needs of our children at Oakfield School. Lessons are created and delivered by the Curriculum Lead, HLTA and other teaching staff. All lessons are in line with our long-term PSHE scheme of work.

Paid school membership to the PSHE Association has provided us with access to government granted PSHE resources and materials that have informed us with a basis for planning.

To facilitate children’s learning in PSHE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other’s personal experiences;
- The purpose of each lesson is made clear;

- Appropriate learning experiences are planned in line with our long-term PSHE scheme of work to meet the needs of all the children in the class. Where necessary, the school's SENCO is consulted on best practice for delivery;
- Scenario based learning experiences draw on children's own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for children to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHE;
- Oakfield Lodge School leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content.

For more information about our PSHE curriculum, see Appendix 1.

3.3 Assessment

Assessment is planned as part of teaching and learning, this ensures progression in teaching and learning and motivates children because they become partners in the assessment process. It allows children to be clear about strengths and weaknesses in their learning and enables teachers to be clear about the achievements of their pupils and how their learning might be about the achievements of their children and how their learning might be improved.

Assessment in PSHE should therefore:

- actively involve children as partners in the assessment process
- involve discussions with children about learning objectives and desired outcomes
- give opportunities for children to give and receive feedback on their progress and achievements, through self-assessment, helping them to identify what they should do next
- give opportunities for children to collect evidence of their achievements that are linked to the learning objectives and outcomes of the relevant activities, for example in a PSHE portfolio, progress file or in a wider record of their achievements in and beyond the school, showing evidence of progress in skills as well as knowledge
- be ongoing, diagnostic and inform future learning and teaching.

3.4 Diversity and Inclusion

Our PSHE policy, (including RSE), is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that children have access to the learning they need to stay safe, healthy and understand their rights as individuals.

It includes clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM).

It pays due regard to the concept of equality and legislation relating to it. Oakfield Lodge School, like all public institutions, has specific responsibilities in relation to equality and protected characteristics. Our PSHE and RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying, in line with the Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents>

We are respectful of how children choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

4. Roles and responsibilities

4.1 The Governing Board

Oakfield Lodge School's Governing Board will approve the PSHE Policy and hold the Head of School to account for its implementation.

4.2 The Head of School

The Head of School is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual children

Lessons are created and delivered by the PSHE Curriculum Lead and HLTA (David Sloan and Josie Wilson), alongside a committed team of existing teachers.

4.4 Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson ends. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure policy is followed.

4.5 Confidentiality and Child Protection Issues

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

4.6 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Gemma Bailey as Head of School, David Sloan as Curriculum Lead and Josie Wilson as HLTA for PSHE. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented.

This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?

- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered through planning reviews, learning walks, student voice, recording pupil attendance of PSHE, regular review of the PSHE Policy, gathering information school reports and sampling the quality and content of children's work.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Self-Assessment at the end of each unit
- Lesson observations
- Parent, staff, and student surveys

6. Links with other policies

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy

APPENDIX 1



PSHE Framework – Key Stages 3 & 4

Key stage 3 Nurture (Yr7 & 8)			
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p>My Identity and skills</p> <p>Students will learn:</p> <ul style="list-style-type: none"> the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence) <p>Students should:</p> <ul style="list-style-type: none"> recognise the importance of taking increased responsibility for their own personal hygiene begin to recognise their personal strengths and how this affects their self-confidence and self-esteem 	<p>Healthy Lifestyle</p> <p>Students will learn:</p> <ul style="list-style-type: none"> the benefits of physical activity and exercise and the importance of sleep to recognise and manage what influences their choices about exercise the importance of balance between work, leisure and exercise <p>Students should:</p> <ul style="list-style-type: none"> be able to plan for a ‘healthy week’ 	<p>Healthy Eating</p> <p>Students will learn:</p> <ul style="list-style-type: none"> what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) <p>Students should:</p> <ul style="list-style-type: none"> consider what might influence their decisions about eating a balanced diet <p>Risk Taking</p> <p>Students will learn:</p> <ul style="list-style-type: none"> about ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations a knowledge of basic first aid and lifesaving skills about the positive and negative roles played by drugs in society (including alcohol)

			<p>Students should:</p> <ul style="list-style-type: none"> begin to understand risk within the context of personal safety, especially accident prevention and road safety
<p>Relationships</p>	<p>Changing Relationships</p> <p>Students will learn:</p> <ul style="list-style-type: none"> the skills and develop the knowledge required to manage the transition to, and the expectations of, secondary education to recognise, clarify and if necessary challenge their own core values and how their values influence their choices to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate <p>Students should:</p> <ul style="list-style-type: none"> consider the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) recognise peer pressure and have strategies to manage both <p>ICT Safety</p>	<p>Working with others</p> <p>Students will learn:</p> <ul style="list-style-type: none"> that relationships can cause strong feelings and emotions (including sexual attraction) the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships <p>Students should:</p> <ul style="list-style-type: none"> further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness explore the range of positive qualities people bring to relationships 	<p>Different types of relationships</p> <p>Students will learn:</p> <ul style="list-style-type: none"> about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) the nature and importance of marriage, civil partnerships and other stable, longterm relationships for family life and bringing up children <p>Students should:</p> <ul style="list-style-type: none"> prepare a set of partnership/wedding vows <p>Fact or fantasy?</p> <p>Students will learn:</p> <ul style="list-style-type: none"> that different people have different relationships by critiquing for example television soap operas <p>Students should:</p> <ul style="list-style-type: none"> begin to understand that the media portrayal of relationships may not reflect real life begin to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, 'sexting')

	<p>Students will learn:</p> <ul style="list-style-type: none"> • the safe and responsible use of information communication technology (including safe management of own and others' personal data including images) <p>Students should:</p> <ul style="list-style-type: none"> • be able to explain how they could work towards being safe online 		
<p>Living in the wider world</p>	<p>Being the best I can be</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) • the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities • about discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination <p>Students should:</p> <ul style="list-style-type: none"> • recognise that they have the same rights to opportunities in learning and 	<p>Enterprise and Me</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • the benefits of being ambitious and enterprising in all aspects of life <p>Students should:</p> <ul style="list-style-type: none"> • about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit 	<p>Me and my Aspirations</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skill <p>Students should:</p> <ul style="list-style-type: none"> • be able to describe their preferred learning style

	work as other people and to recognize and challenge stereotypes		
Key stage 3 Year 9			
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p>My identity and skills</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • that not everything they see is a true reflection e.g. media treatment of photographs (Photoshop) <p>Students should:</p> <ul style="list-style-type: none"> • consider how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self • begin to understand about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it 	<p>Drug Education</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about the safe use of prescribed and over the counter medicines • the risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’ • about the impact of ‘County Lines’ <p>Students should:</p> <ul style="list-style-type: none"> • be able to give some reasons about how illegal drug use may affect peoples’ lives e.g. physically, emotionally, legally, financially etc. 	<p>Accessing help</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about how to access local health services <p>Students should:</p> <ul style="list-style-type: none"> • plan & produce a guide to local support services for Years 7 and 8
Relationships	<p>Variety of Relationships</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • to understand the importance of friendship and to begin to consider love and sexual relationships in this context <p>Students should:</p> <ul style="list-style-type: none"> • consider different levels of intimacy and their consequences 	<p>Pressure, Persuasion and Coercion</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not ‘consent’ • what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity) • about readiness for sex and the benefits of delaying sex (or any level of intimacy) 	<p>Contraception, Communication, Unintended Pregnancy</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • consent is something that should only be given freely; that the seeker of consent is responsible for ensuring that consent has been given freely. They should also learn that if consent is not given or it is withdrawn, that decision should always be respected. • about contraception, including the condom and pill (see also ‘Health’) and the importance

	<ul style="list-style-type: none"> • acknowledge the right not to have intimate relationships until ready • that marriage is a commitment entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable • understand what expectations might be of having a girl/boyfriend • begin to recognise that there is diversity in sexual attraction and developing sexuality 	<p>beyond that with which the individual feels comfortable)</p> <p>Students should:</p> <ul style="list-style-type: none"> • begin to understand about the emotional aspects of relationships • recognise when others are using inappropriate persuasion, and coercion and how to respond 	<p>of communication and negotiation in condom use</p> <p>Students should:</p> <ul style="list-style-type: none"> • about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice
<p>Living in the Wider World</p>	<p>The Law, Me and Work</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about the laws and by-laws relating to young people’s permitted hours and types of employment and how to minimise health and safety risks <p>Students should:</p> <ul style="list-style-type: none"> • begin to consider different work roles and career pathways, including clarifying their own early aspirations 	<p>Employment, Money and Me</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment • about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling <p>Students should: • recognise when issues linked to money may become problematic</p>	<p>The Law, Me and my Community</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) • about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) • about the potential tensions between human rights, British Law and cultural and religious expectations and practices • about the support services available should they feel or believe others feel they are being abused and how to access them • about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility

			<p>in law for the seeker of consent to ensure that consent has been given) Students should:</p> <ul style="list-style-type: none"> • recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted <p>Me and the future</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • to recognise and maximise their achievements <p>Students should:</p> <ul style="list-style-type: none"> • be aware of the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
Key Stage 4 Year 10			
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p>My identity and skills</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others <p>Students should:</p>	<p>Emotional and Mental Health</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression) 	<p>Healthy Lifestyle</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about sexually transmitted infections (STIs), including HIV/AIDS • that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age

	<ul style="list-style-type: none"> • make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism 	<p>Students should:</p> <ul style="list-style-type: none"> • begin to develop strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support 	<ul style="list-style-type: none"> • about the options open to people who are not able to conceive • how lifestyle choices affect a foetus <p>Students should:</p> <ul style="list-style-type: none"> • take increased responsibility for monitoring their own health (including testicular and breast self-examination) • know how to protect themselves and others from infection and how to respond if they feel they or others are at risk • know where and how to obtain health information, advice and support (including sexual health services)
<p>Relationships</p>	<p>Safety in Relationships</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • strategies to manage strong emotions and feelings • about parenting skills and qualities and their central importance to family life (including the implications of young parenthood) • about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3 • about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3 <p>Students should:</p>	<p>Trauma and Crises</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about impact of domestic abuse (including sources of help and support) • about the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances • about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement <p>Students should:</p> <ul style="list-style-type: none"> • be able to access such organisations and other sources of information, advice and support 	<p>Consent, Respect and Sex</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them • how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity <p>Students should:</p> <ul style="list-style-type: none"> • consider how to seek consent to engage in different degrees of sexual activity • ascertain and respect others' right to agree or withhold consent to engage in different degrees of sexual activity • recognise when others are using manipulation, persuasion or coercion and how to respond

	<ul style="list-style-type: none"> • understand the characteristics and benefits of positive, strong, supportive, equal relationships • understand that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other • recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help managing changes in personal relationships including the ending of relationships • develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs, and how to respond 		<ul style="list-style-type: none"> • understand and respect others’ faith and cultural expectations concerning relationships and sexual activity • be able to assess readiness for sex
<p>Living in the Wider World</p>	<p>The World of Work</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace • about rights and responsibilities at work (including their roles as workers, 	<p>The World of Work</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about the information, advice and guidance available to them and how to access it <p>Students should:</p>	<p>The World of Work</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about confidentiality in the workplace, when it should be kept and when it might need to be broken <p>Students should:</p>

	<p>and the roles and responsibilities of employers and unions)</p> <p>Students should:</p> <ul style="list-style-type: none"> • evaluate their own personal strengths and areas for development and to use this to inform goal setting • take full advantage of any opportunities for work experience that are available 	<ul style="list-style-type: none"> • recognise how their strengths, interests, skills and qualities are changing and how these relate to future employability • further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) 	<ul style="list-style-type: none"> • examine attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protecting corporate or brand image’) • endeavour to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
Key Stage 4 Year 11			
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p>My Identity and skills</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • to recognise and manage feelings about, and influences on, their body image including the media’s portrayal of idealised and artificial body shapes • about checking themselves for cancer and other illnesses, including knowing what to do if you’re feeling unwell and checking for signs of illness <p>Students should:</p> <ul style="list-style-type: none"> • be aware of health risks and issues related to this, including cosmetic procedures 	<p>Personal Safety</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel) • the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke <p>Students should:</p> <ul style="list-style-type: none"> • understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and to whom to talk if they have concerns • consider the wider risks and consequences of legal and illegal substance 	<p>Safety Procedures; Help and Support</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • how to recognise and follow health and safety procedures <p>Students should:</p> <ul style="list-style-type: none"> • know how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts • know how to overcome worries about seeking help and being an assertive user of the NHS

		use including on their personal safety, career, relationships and future lifestyle	
Relationships	<p>Unintended pregnancy and teenage parenthood</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) • the reasons why parents choose to adopt or to place children for adoption • about abortion, including the current legal position and the range of beliefs, opinions and myths about it • that fertility decreases with age <p>Students should:</p> <ul style="list-style-type: none"> • consider the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support 	<p>Media Pressure, Sex and Peer Support</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism) • to recognise the impact of drugs and alcohol on choices and sexual behaviour <p>Students should:</p> <ul style="list-style-type: none"> • recognise the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support) • understand the pernicious influence of gender double standards and victim blaming 	<p>Me and Other People</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about the value of assertive behaviours and practice the skills needed <p>Students should:</p> <ul style="list-style-type: none"> • further develop the skills needed to manage unwanted attention in a variety of contexts (including harassment and stalking)
Living in the Wider World	<p>Keeping Safe</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about harassment and how to manage this (including the workplace) <p>Students should:</p>	<p>Me and My Future</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • about the range of opportunities available to them for career progression, including in education, training and employment 	<p>Me as a Consumer</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms) • their consumer rights and how to seek redress

	<ul style="list-style-type: none"> • think critically about extremism and intolerance in whatever forms they take (including the concept of “shame” and honour-based violence) • recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern 	<p>Students should:</p> <ul style="list-style-type: none"> • be provided with opportunities to develop their CVs; practice completing application forms; practice interview skills. • consider changing patterns of employment (local, national, European and global) 	<p>Students should:</p> <ul style="list-style-type: none"> • be critical consumers of goods and services (including financial services) and recognise the wider impact of their purchasing choices
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