



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Part of the Quality of Education Suite of Policies

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Bentley Wood High School

Relationships and Sex Education (RSE) Policy

Statement:

The Department for Education (DfE) provides statutory guidance issued under section 80A of the Education Act 2002 which underpins this policy. This policy should be read in conjunction with other policies and guidance referenced in appendix 1.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSE Health Education and more broadly PSHE compulsory for all students receiving secondary education.

Under section 3.6 of the National Curriculum, Relationship and Sex Education (RSE) is compulsory from year 7 onwards in maintained secondary schools. Although Bentley Wood High School is an academy it recognises that RSE is important for lifelong learning and physical, moral and emotional development. RSE is about the understanding of the importance of long term, stable and loving relationships, love and care. It covers the teaching of sex, sexuality and sexual health in an age appropriate way. It also makes students aware of the law around these topics. The School works with students, parents and health professionals to ensure the best and most suitable education possible, taking into consideration the society within which we live and the different cultural, moral and religious values represented within that society.

The school is committed to enabling students to comprehend and respect the range of sexual attitudes and behaviours in present day society. Students will be encouraged to understand human sexuality; to learn the reasons for delaying sexual activity and the benefits of such a delay. They will be helped to know what is legal; to consider and develop their own attitudes and thereby make informed decisions about the attitudes and behaviours they will adopt both while they are at school and in adult life.

The School acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, and the implementation of this policy, will seek to create an environment where students feel able to seek advice and help.

Definition of RSE:

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity

Aims:

- To give an overview of the content and organisation of RSE outside of Science.
- To provide accurate information about all sex and relationships issues, including the law.
- To offer young people the opportunity to explore their own emotions and develop positive attitudes and opinions about their own sexuality and human sexuality in general in a way which is an age appropriate and sensitive of cultural backgrounds.
- To enable young people to make healthy, safe and informed choices by increasing knowledge, building self-esteem and giving them the opportunity to develop the skills of communication and negotiation necessary within relationships.
- To increase understanding about the implications and possible consequences of unsafe sexual behaviour and develop the skills necessary to promote safer sexual activity.
- To enable young people to identify sources of support and information both within school and the wider community.
- To build a culture where everyday sexism, negative views of the LGBT+ communities, misogyny, homophobia and gender stereotypes are not tolerated.

A broad and balance curriculum at Bentley Wood High School

RSE links to Bentley Wood High Schools wider curriculum by:

- promoting the spiritual, moral, cultural, mental and physical development of students at the school and of society
- preparing students at Bentley Wood High School for the opportunities, responsibilities and experiences of later life.

[This supports the following: section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act].

Specifically, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students may also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks

- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Roles and responsibilities

The Governing Body of Bentley Wood High School agrees to support staff in the delivery of this policy. It will:

- ensure the necessary training and resources are available to staff
- endorse the policy of the school and support the Headteacher and staff
- work with parents/carers and the community to promote a positive image of the school policy and RSE curriculum
- keep themselves informed of current trends and legislation
- monitor the implementation of the policy
- review the policy annually.

The Senior Leadership Team will:

- implement the policy and ensure a staff framework that provides guidance about approaches to:
 - a) systems for pastoral support;
 - b) sex and relationships education in the curriculum;
 - c) dealing with sex related incidents e.g. disclosure of student pregnancy, sexual abuse;
- review the RSE policy in line with the policy review cycle (and before this time if guidance changes significantly)
- oversee training for staff and governors and information for parents;
- ensure assessment and evaluation occur;
- liaise with the media if necessary;
- liaise with the Head of Science to ensure that the full sex and relationships education programme is delivered;
- keep up to date with national and local developments;
- Support the Head's of Year in the effective development, monitoring and evaluation of the RSE policy, scheme of work and its implementation by staff.

The Deputy Head of Year will:

- monitor the implementation and impact of the curriculum across subjects as part of the MER cycle and exam analysis

- provide feedback to SLG and Heads of Department where appropriate to support the further development and implementation of the curriculum
- follow the Bentley Wood High School Curriculum Statement 2022/23 for RSE outlined in the Curriculum Policy
- follow the curriculum planning expectations set and agreed by senior and middle leaders for RSE (see Curriculum Policy)
- lead their teams on the implementation of an ambitious inclusive RSE curriculum
- measure the impact of the RSE curriculum and ensure it meets the needs of all students
- resource their RSE curriculum creatively and effectively
- review and update documents with their teams at appropriate times through the pastoral MER cycles.
- work closely with the Senior Leadership Team to continue to review and improve a high quality RSE curriculum
- work closely with the Senior Leadership Team to devise suitable and standardised assessments strategies to support understanding of student progression in RSE
- work alongside the senior leadership team to ensure that the RSE has a high profile within the school;
- liaise where relevant with the Parents; Education Welfare Officer; Child Protection Team, Social Services or Police in the case of student pregnancy, sexual abuse or related sexual incident; and support parents and staff in dealing with any such incident;
- work alongside the Senior Leadership Team to identify resource and in-service training needs;

Teaching Staff

Science teachers and Tutors in particular, have an important role to play in the delivery of RSE through PSHE and the Science. Tutors are also important figures with regard to the pastoral care of their students and are key in creating a positive ethos and an atmosphere of trust where students feel confident to explore sensitive issues.

Safeguarding - dealing with disclosures in school

(Please reference Child Protection Policy and Substance Use and Misuse Policy)

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it (Education and Inspections Act 2006 Section 38).

In any sex related issue, the safety and welfare of the student is paramount. Absolute confidentiality cannot be offered or guaranteed. If a student discloses to a member of staff anything of a sexual nature which indicates that she is at risk or may become at risk, staff should inform the

student that he/she must pass this information on to the child protection officer, and do so at the first opportunity. She will decide the appropriate course of action.

Disclosures from students may take place at an inappropriate place or time. If this happens the teacher should talk again individually to the student before the end of the school day. In certain instances, the teacher may be able to discuss the issue with an appropriate colleague without giving the name of the student, thereby maintaining confidentiality. This will depend on the nature of the disclosure and, to some extent, the age of the student.

Students may disclose any of the following to a member of staff:

- that she has had or is planning to have underage sex that she has had unsafe sex
- that she is, or thinks she may be, pregnant
- that she has been raped or sexually abused in some way that she has had an abortion
- that she thinks she is a lesbian

Staff may also receive information in other ways, for example:

- A student tells a member of staff any of the above about another student;
- A student exhibits inappropriate sexual knowledge or behaviour;
- A teacher overhears a conversation that leads him/her to believe a student is having sexual intercourse.

What to do if a student makes a disclosure:

- ensure, at the start of the conversation, that the student knows you cannot offer her unconditional confidentiality;
- ensure the information is passed promptly to the designated safeguarding lead;
- encourage her to talk to her parents/carers or another responsible adult e.g. a relative or FPA nurse and support her in doing so;
- reassure the student that her best interests will be maintained
- if there is a possibility of abuse follow the school's child protection procedure

Protecting students from inappropriate online information and content

(Please see IT policy)

Female Genital Mutilation (FGM)

Statutory guidance for RSE outlines the requirement to teach about FGM in paragraph 79. Updated government safeguarding guidance is now available (Keeping Children Safe in Education 2022) and includes a section about being alert to signs that young girls may be at risk of FGM. Staff at Bentley Wood High School receive regular training and updates regarding this issue and recognise that the school summer holiday, (especially during the transition from primary to secondary schools), is thought to be a key risk time for FGM. See also the

government Multi-agency practice guidelines: Female Genital Mutilation (2020) which includes a section for schools.

Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject students to discrimination. Bentley Wood High School has a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). At Bentley Wood High School, we believe that inclusive RSE will foster good relations between students, tackle all types of prejudice – including homophobia – and promote understanding and respect. This links to the advice provided by the Department for Education who have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Suggested teaching and learning strategies

A wide variety of teaching strategies will be used to deliver the RSE and PSHE curriculum. This includes differentiating resources to ensure that content is accessible to all students, including those with SEND needs. These may include some or all of the following:

- Active learning
- Use of videos, games and models,
- Visiting speakers
- Use of the Internet

Boundaries for the Teacher: Teachers should set boundaries for themselves and their students at the start of the lesson so that all participants feel comfortable. These may include, for example, the type of language/vocabulary acceptable to all.

Ground Rules for the Classroom: This follows on from setting boundaries. Ground rules should also be set at the start and agreed by all. They should include:

- Listen to others
- Don't put others down
- Don't interrupt when others are speaking
- Show respect for others
- Be tolerant of other people's views and accept their right to differ
- Only reveal what you wish to; everyone has the right to pass.

Distancing Techniques: It is an acceptable distancing technique for students to talk to staff in the third person about an issue. Students should be informed of this, both in the course of a lesson and particularly in a disclosure situation.

Dealing with Questions: Staff should answer questions only when they feel confident that the information they are giving is correct, or, if the question is of a personal nature, when they feel comfortable answering it. If a tutor is not

prepared to answer personal questions this should be made clear in the ground rules. No teacher should answer a question they do not wish to or that they feel uncomfortable with. The same applies to students. When asked for an opinion the teacher may respond if he/she wishes, ensuring that any statement is prefaced with; 'This is only my opinion'

Effective Lesson Planning: All sex and relationship sessions require careful planning. Tutors will find guidance notes and lesson plans in their PSHE files. It is essential to read these carefully before the lesson and ensure the appropriate resources are to hand. Any tutor who does not feel confident should seek the advice of their Head of Year.

Use of Visitors: Only visitors from reputable organisations devoted to sex and relationships education will be invited to work with students. A tutor or Head of Year will always remain with the speaker when he/she works with a group of students and will give feedback on their suitability to the PSHE Coordinator.

Reflection: During the sex and relationships modules delicate, controversial and sometimes, potentially shocking issues will be dealt with. It is therefore essential to give students time to reflect on these issues and the opportunity to discuss them further, with tutors and peers if they so wish. Such discussions may lead to disclosures which should then be dealt with as described in an earlier section.

Monitoring and evaluation

The delivery of RSE will be monitored and evaluated in line with the 'Monitoring, Evaluation and Review (MER) cycle and will be led by the Head of Year of each year group and supported by the Senior Leadership Team. Outcomes from the MER cycle will be fed back to further develop the curriculum. (See Appendix 1)

Training needs and support for staff

It is recognised that any member of staff involved in any way in sex and relationships education will need training so that they feel adequately prepared. The Heads of Year will have an important role to play at the start of each module in briefing tutors so that they feel confident and ensuring that all the relevant resources are available.

Working in partnership with parents

The government guidance on RSE (DfE 2019) emphasises the importance of schools working in partnership with parents. Bentley Wood High School recognises the importance of the role of parents in their daughter's own sex and relationships education and seeks to work with parents to ensure that its students have access to the curriculum, regardless of ability, race or religious belief, in accordance with its Equal Opportunities Policy. Every care is taken to be sensitive to the religious and cultural views of parents and their daughters.

Parents have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside the National Curriculum for Science (Education Act 1996). In this instance a letter to the Head teacher expressing this wish is required. The student will then be withdrawn from the session(s) to work in another room. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw students from these relatively limited and often unplanned discussions. It should also be noted that a parent's choice to withdraw a child from RSE does not affect the child's right to use confidential health services provided at the school or elsewhere.

Although there is no legal requirement for teachers to disclose matters of a sexual nature regarding their daughter to a parent, it is the school's policy to work closely with parents at all times. Where a serious disclosure is made e.g. underage pregnancy or sexual assault, every effort is made to persuade the girl concerned to inform her parents within 24 hours and to support her in doing so. Where this is not possible the Designated Child Protection Officer and/or Headteacher will inform the parents or a relevant agency. Where a Designated Child Protection issue is involved the school is required to make an immediate referral to Social Services who then investigate according to their own procedures.

Working with the wider community

The school recognises that there is a wealth of expertise available in the community and calls on the help and advice of health professionals, social workers, youth workers and members of voluntary organisations whenever required.

Program guidance and planning

The content of Relationships and Sex Education (RSE)

The Government has not specified what the exact content of RSE should be. However, some RSE learning objectives have been identified for schools in National Curriculum Science, the DfE RSE guidance and the non-statutory PSHE framework.

At Bentley Wood the main aims of the RSE programme of study is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will 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 covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It gives our students an understanding of what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good

relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE does not encourage early sexual experimentation.

DfE Relationships Education, relationships and Sex Education (RSE) and Health Education, 2019

The guidance does not suggest detailed content/learning objectives for each Key Stage. In general, it suggests that RSE should have five main elements as follows:

Families

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

National Curriculum Science

The statutory National Curriculum for Science (2013) Orders focus on biological aspects of RSE and include the following elements:

At Key Stage 3 (11-13) students should be taught:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

At Key Stage 4 (14-16) students should be taught:

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the process of discovery and development of new medicines

PSHE framework

In secondary schools the non-statutory guidelines for PSHE include many learning objectives which are pertinent to RSE. Bentley Wood High School uses bases our programme of study on the three main themes and linked objectives set out by the PSHE association.

Please see appendix 2 for an overview of the core themes and objectives.

Where in the curriculum?

According to the DfE RSE guidance 'should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum launched in September 1999'

The guidance recommends that RSE should be delivered through:

- The four broad themes of the new National Curriculum non-statutory guidelines for PSHE. The themes are:
- Developing confidence and responsibility and making the most of student's abilities
- Preparing students to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- National Curriculum Science
- The National Healthy Schools Standard

At Bentley Wood School RSE is placed within the curriculum in a number of ways (and is overseen by the PSHE Co-ordinators):

1. Having a regular RSE slot in the curriculum, within the Personal, Social and Health Education (PSHE) programme. This allows sympathetic planning and enables a detailed programme to be developed.
2. RSE is also delivered through other subject areas such as science.

These approaches ensure that:

- Wherever possible RSE is integrated into the curriculum so that it is not seen as 'special' by young people but a part of a normal learning
- Sufficient time is available to develop a comprehensive programme that addresses issues in enough detail
- Staff who lead RSE need to be confident and have access to appropriate resources, support and training
- Wherever possible, RSE is delivered as a 'spiral' so that it is addressed in an ongoing manner which is appropriate to the development of young people at particular ages
- Arrangements facilitate co-ordination, progression and continuity

Creating the right atmosphere

Young people need to feel relaxed and confident about discussing sex-related issues. This will only happen if staff who lead RSE are themselves relaxed and

confident. There are a variety of techniques that can be used to help young people feel able to talk openly. The following techniques are used:

1. Involve young people in decision making about their own learning. Encourage them to think about what they need to learn and how they can best learn, to assess what they have learnt and to evaluate the programme and to suggest improvements.
2. Use a range of participatory learning approaches and use small group work especially for issues which may be embarrassing to some young people.
3. Use distancing techniques so that young people are not put on the spot. For example, when using case studies or role play have fictional characters rather than asking young people what they would do themselves.
4. Vary the energy levels of sessions so that more noisy activities are preceded or followed by structured, more reflective activity.
5. Use humour without descending into banter.
6. Use a question box (the 'ask it basket') where young people can anonymously post questions and comments for discussion without being clearly identified.
7. Negotiate ground rules. This is done by asking young people how they SHOULD and SHOULD NOT behave if everyone is to feel comfortable and be involved. The National Curriculum Council report 'Curriculum Guidance 5: Health Education' (1990) contains an example of ground rules which a teacher negotiated with a group of people. The ground rules were:
 - Listen to what people say
 - Don't be nasty to each other
 - No talking when someone else is talking
 - Be kind to each other and give support
 - If all you can say is something unpleasant, don't say anything
 - If people don't want to talk they don't have to
 - Don't laugh at what other people say
 - Think before you ask a question

In RSE sessions, rules about not asking people personal questions, confidentiality and not talking about other people behind their backs are clarified. RSE is carried out in the 'third person' so that young people (and adult facilitators) discuss their views but are not pressed to discuss their own sexual behaviour or experiences. Use of videos, case studies, role play and stories are used for this purpose and enable real life issues to be addressed without personal disclosure.

Bentley Wood School recognises that it is much better to involve young people in drawing up their own ground rules rather than attempting to impose them. If young people feel the ground rules are their own they are more likely to abide by them. The agreed ground rules are written and placed on the wall for everyone to see. The form tutor and the young people can refer to the ground rules when necessary. They are periodically reviewed to discuss how well the group is working and to add or change them as necessary.

8. Negotiate an acceptable sexual language. Bentley Wood School recognises that sexual language is riddled with words that may cause confusion, offence, distress or embarrassment. Much of the language is very 'macho' and puts down women, treating them as objects of male gratification. If young people are to feel comfortable talking about sex-related issues they need to understand what language is appropriate to use in different settings and that use of certain words may be hurtful to other people. Rather than telling young people off for using inappropriate language it makes sense to be pro-active and discuss the issue of sexual language with them.

Managing sensitive issues

RSE has become a political issue in this country in recent years. Controversy has included debate about what is taught, to what depth, when and how.

At Bentley Wood School several INSET sessions have been devoted to how sensitive issues may be delivered. Staff feel generally confident about delivering these, however support always available.

Resources

The following checklist will be used for selecting a resource for relationships and sex education. Any resource that does not meet these criteria will not be used:

- Is it consistent with our agreed policy, aims and objectives?
- Does it conform to the legal requirements for RSE?
- Is it appropriate to the needs of our students in terms of language, images, attitude, maturity and understanding and the knowledge required?
- Does it avoid racism, sexism, gender and homophobic stereotyping? Does it exclude any young people on the basis of home circumstance, gender, race, literacy, culture, faith and religion?
- Does it include positive images of a range of young people?
- Can it be used as trigger material for discussions of difference or exclusiveness?
- Can it be adapted for use with all our students?
- Is it factually correct and up to date?
- Are there clear instructions on how to use the resource? Is the information for students distinguishable from that for teachers? Are there photocopyable handouts that can be used to reinforce learning?
- Is the resource well designed, durable and easy to store?
- Will it contribute to a broad and balanced curriculum that can be delivered within the RSE/PSHE Framework?
- Does it encourage active and participatory learning methods?

Appendix 1

- Keeping Children Safe in Education 2022 (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support students' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Appendix 2

Core theme 1 – Health and Wellbeing

Key Stage 3

Students should have the opportunity to learn:

H1. to recognise their personal strengths and how this affects their self-confidence and self-esteem

H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

H3. to accept helpful feedback or reject unhelpful criticism

H4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment

H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;

H6. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable*

students (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]

H7. 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)

H8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM

H9. the importance of and ways of taking increased responsibility for their own physical health and personal hygiene

H10. the purpose and importance of immunisation and vaccination

H11. about the use of contraception, including the condom and pill; to negotiate condom use (see also *Relationships*)

H12. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs

H13. the benefits of physical activity and exercise and the importance of sleep

H14. to recognise and manage what influences their choices about exercise

H15. the importance of, and strategies for, maintaining a balance between work, leisure and exercise

H16. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)

H17. what might influence their decisions about eating a balanced diet

H18. how the media portrays young people; to recognise its possible impact on body image and health issues

H19. that identity is affected by a range of factors, including the media and a positive sense of self

H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

H21. to understand how the inappropriate use of mobile phones can contribute to accidents

H22. to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)

H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bike ability programme)

H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)

H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances,

new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis

H26. the law relating to the supply, use and misuse of legal and illegal substances

H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)

H28. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke

H29. the safe use of prescribed and over the counter medicines

H30. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'

H31. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use

H32. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

Key Stage 4

Building on Key Stage 3, students should have the opportunity to learn:

H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

H2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism

H3. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing

H4. 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)

H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable students (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*

H6. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

H7. how to take increased responsibility for maintaining and monitoring their own health

H8. how lifestyle choices affect a developing foetus

H9. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

H10. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes

H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons

H12. how to recognise and follow health and safety procedures

H13. how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)

H14. about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)

H15. 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

H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns

H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

H18. about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

Key Stage 5

Students should have the opportunity to reinforce or extend their learning to be able to:

H1. take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination and the benefits of health screenings); how to recognise illnesses that affect young adults, such as meningitis and 'freshers' flu'

H2. maintain a healthy diet, especially on a budget

H3. perform first aid including CPR and evaluate when to summon emergency services, including when there may be concern over drawing attention to illegal activity

H4. maintain 'work life balance' including understanding the importance of continuing with regular exercise and sleep

H5. manage being 'new' in 'new places'; fitting in and making new friends;

H6. register with and access health services in new locations

H7. apply strategies for maintaining positive mental health

H8. recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety

H9. recognise when they, or others, need support with their mental health and how to access the most appropriate support

H10. recognise common mental health issues such as anxiety, depression, disordered eating, self-harm and compulsive behaviours in themselves; evaluate support available to manage these behaviours, and to access the most appropriate support for themselves or others *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable*

students (e.g. personal accounts of the ‘benefits’ someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]

H11. recognise mental health issues in others; be able to offer or find support for those experiencing difficulties with their mental health

H12. work alongside those with mental health issues and know how (and when) to provide support

H13. recognise how pressure to conform to media stereotypes (or manipulated images) can adversely affect body image and the impact this can have on self-esteem; develop strategies to manage this pressure

H14. assess and manage risk in different contexts; understand how risk is ‘calculated’ and why it is essential to critically evaluate such calculations (especially those relating to health and offered by the media)

H15. understand and manage the issues and considerations concerning body ‘enhancement’ or ‘alteration’ including cosmetic procedures and surgery, tattoos, body piercing and dietary supplements

H16. avoid contracting or passing on a sexually transmitted infection (STI); know what to do if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back clear, telling partners) and know where and how to access local and national advice, diagnosis and treatment

H17. manage online safety in all its forms; protecting their privacy; protecting their ‘online presence’ and building and maintaining a positive personal reputation

H18. manage alcohol and drug use in relation to immediate and long term health; understand alcohol and drug use can affect decision making and personal safety; evaluate the impact of their use on road safety, work-place safety, legal safety, reputation and career

H19. manage personal safety off-line, including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends) and travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licenced taxis)

Core theme 2: Relationships

Key Stage 3

Students should have the opportunity to learn:

R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise

R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

R4. to explore the range of positive qualities people bring to relationships

R5. that relationships can cause strong feelings and emotions (including sexual attraction)

- R6. the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- R8. 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)
- R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- R10. 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 others should they feel vulnerable
- R11. the roles and responsibilities of parents, carers and children in families
- R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R14. to understand what expectations might be of having a girl/boyfriend
- R15. to consider different levels of intimacy and their consequences
- R16. to acknowledge and respect the right not to have intimate relationships until ready
- R17. about readiness for sex and the benefits of delaying sexual activity
- R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
- R19. about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- R20. how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent
- R21. about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships
- R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- R23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
- R24. about the difference between assigned/biological sex, gender identity and sexual orientation
- R25. to recognise that there is diversity in sexual attraction and developing sexuality
- R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted

R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them

R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it

R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours

R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns

R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon

R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support

R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy

R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns

R38. when the sharing of explicit images may constitute a serious criminal offence

Key Stage 4

Building on Key Stage 3, students should have the opportunity to learn:

R1. strategies to manage strong emotions and feelings

R2. the characteristics and benefits of positive, strong, supportive, equal relationships

R3. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other

R4. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)

R5. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including

'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.

R6. managing changes in personal relationships including the ending of relationships

R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support

R8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3

R9. about the impact of domestic abuse (including sources of help and support)

R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement

R12. how to access such organisations and other sources of information, advice and support

R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R14. 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 and feminism)

R15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity

R16. to recognise when others are using manipulation, persuasion or coercion and how to respond

R17. to understand the pernicious influence of gender double standards and victim-blaming

R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour

R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)

R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity

R21. to assess readiness for sex

R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key

Stage 3

R23. to understand 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)

R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering

R25. about abortion, including the current legal position and the range of beliefs and opinions about it

R26. 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

R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age

R28. about the options open to people who are not able to conceive

R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

Key Stage 5

Students should have the opportunity to reinforce or extend their learning to be able to:

R1. develop and maintain healthy relationships; differentiate between 'love' and 'lust'; understand what it means to be 'in love'

R2. accept and use positive encouragement and constructive feedback

R3. recognise and manage negative influence, manipulation and persuasion in a variety of contexts;

R4. manage the ending of relationships safely and respectfully

R5. recognise, manage and escape from different forms of physical and emotional abuse; how and where to get support; how to support others they care about to manage and escape from abuse

R6. understand and value the concept and qualities of consent in relationships

R7. understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent

R8. understand and appreciate the legal consequences of failing to respect others' right to not give or to withdraw consent

R9. seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape

R10. appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views

R11. recognise and use language and strategies in order to manage pressure in a variety of forms and contexts

R12. manage issues of harassment (including online) and stalking; understand their rights and access support

R13. understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations

R14. negotiate and if necessary assert the use of contraception with a sexual partner

R15. understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of contraception, including how and where to access it

R16. access emergency contraception; understand the timeframe within which it can be effective; know how and where to access it

R17. access the pathways available to them in the event of an unintended pregnancy and understand the importance of getting advice and support quickly

R18. recognise when social situations are becoming verbally aggressive; have strategies to de-escalate aggression; recognise when confrontation could

escalate into physical violence; recognise when it is important to escape and know how to do so; recognise when inappropriate 'group think' is occurring; act independently to protect their safety

R19. recognise and respect what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around 'professional relationships'

R20. recognise and appreciate the physical dangers, legal and career consequences of carrying offensive weapons

R21. recognise forced marriage and 'honour' based violence; get help for themselves or others they believe to be at immediate or future risk

R22. understand female genital mutilation (FGM); get help for themselves or others they believe to be at risk or to be suffering from related physical or emotional problems following FGM

Core theme 3: Living in the Wider World

Key Stage 3

Students should have the opportunity to learn:

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)

L3. 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, bigotry, bullying, and discrimination on individuals and communities

L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices

L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills

L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them

L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work

L11. 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

L12. about different work roles and career pathways, including clarifying their own early aspirations

L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes

L14. about 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

L15. the benefits of being ambitious and enterprising in all aspects of life

L16. 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

L17. the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged

L18. to assess and manage risk in relation to financial decisions that young people might make

L19. about gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others

L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

Key Stage 4

Building on Key Stage 3, students should have the opportunity to learn:

L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting

L2. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

L3. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)

L4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

L5. how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others

L6. how social media can offer opportunities to engage with a wide variety of views on different issues

L7. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views

L8. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks

L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment

L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability

L11. about the information, advice and guidance available to them and how to access the most appropriate support

- L12. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- L13. about the range of opportunities available to them for career progression, including in education, training and employment
- L14. about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- L15. to research, secure and take full advantage of any opportunities for work experience that are available
- L16. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- L17. attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- L18. about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L19. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- L20. to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.
- L21. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- L22. their consumer rights and how to seek redress

Key Stage 5

Students should have the opportunity to reinforce or extend their learning to be able to:

- L1. travel safely in the UK: alone; by road; rail; at night (including the safe use of 'hired transport' such as taxis)
- L2. travel safely abroad (including legal issues such as passports; visas and work permits, their costs and allowing sufficient time to acquire them; the role of embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different in other countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun safety, travel insurance and seeking medical and legal help abroad.)
- L3. plan a 'gap year'
- L4. be a 'critical consumer' of online information in all its forms; appreciate how social media can expand, limit or distort their view of the world; recognise the importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media
- L5. set and maintain clear boundaries around their personal privacy; protect their personal reputation especially online; be a 'responsible provider' of online data about themselves or about others (including understanding how cameras

and microphones in computers and mobile phones can be activated without their knowledge)

L6. understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone; whom to tell

L7. exercise their legal rights and responsibilities; know who can support them if they have a grievance

L8. recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion

L9. exercise their consumer rights; know who can help if they feel they have a grievance

L10. manage contracts; understand the process of renting items and accommodation; know who can support them if they need help

L11. plan their budget, especially when living away from home for first time

L12. understand and manage taxation and national insurance

L13. understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market

L14. understand savings options; know where to save, when to save and why

L15. understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt

L16. understand pensions and their importance; the benefits of starting early and making regular, realistic contributions

L17. match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways

L18. be enterprising in life and work

L19. understand and be able to access further and higher education options and training, including apprenticeships

L20. understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols

L21. understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of the data protection act in the work-place

L22. recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment

L23. recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate

L24. apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines;

taking personal responsibility; working to direction); produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references;
L25. recognise and celebrate cultural diversity; understand what is meant by the global market.

APPENDIX1 MER OVERVIEW

<h2>MER OVERVIEW</h2> <p>The Monitoring, Evaluation, and Review brings together the key findings, conclusions, and action points from the systematic activities to carry out the process into a consolidated and easily understandable format. Structured half termly plan added to Departmental /Pastoral agenda meetings mirroring the school and assessment calendar with links to MER OneNote.</p> <p>It helps to gain insights into the performance, effectiveness, and impact of our curriculum via common MS Forms for Learning walks, Student focus groups and Book scrutiny (following GTTK templates) Feedback of SLG activities accessible to HODs/HOYs in shared folder and OneNote document.</p> <p>The summary MER OneNote is updated over the HT as activities are completed or curriculum aspects are reviewed. It may include data on progress against targets, evaluation results, learning walks comments, examples of best practices, challenges faced, and recommendations for future actions.</p>	<h2>Pastoral</h2> <p>The pastoral MER activities look specifically at each year group and understanding the needs of the individuals such as assessments vs targets, tutor time activities and enrichment opportunities. Successes of individuals and groups are celebrated and evidenced and those students that need support can be actioned effectively.</p>	<h2>Curriculum</h2> <p>Using the review activities HODs/ department leaders and attached SLG establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students focusing on:</p> <ul style="list-style-type: none"> • Knowledge of students and use of data to inform planning • Curriculum delivery and subject knowledge • Memory recall, challenge and thinking hard • Learning environment and engagement • Assessment and dedicated improvement and review activities • 3-part homework (Consolidation, application and preparation) <p>Cross-curricular approach on second cycle of each Half Term plan</p>
<h3>Summer term 1</h3> <h3>Important dates</h3> <p>Academic Who are the top achievers from Assessment 1 (recognition)? Who are the top students identified for immediate intervention/catch up – Action points for each student</p> <p>Attendance Attendance tracker – place link here Top students with lowest attendance – what strategies are in place</p> <p>Punctuality Punctuality trackers – place link here Top students with lowest punctuality – What action points will be in place?</p> <p>Achievement Which students are getting the most achievement points and CARE points – how is this being recognised? Which students are accumulating too many green slips – what strategies are in place?</p> <p>Targeted students Any key concerns of students and what strategies are in place?</p> <p>PSHE/active tutoring Feedback on learning walks Books scrutiny Student focus groups</p> <p>Enrichment Personal development, enrichment and involvement in clubs- How is this being promoted/monitored/used to develop the character and wellbeing of students? Pastoral meeting notes link SLG/HOY meeting minutes link</p>	<h1>MER</h1> <p>Autumn 2 Deadline for MER return 14th December 2022 Key Activities</p> <p>Other Subject specific activities</p> <p>SLG+ Activities</p> <p>Personal Development</p>	<p>Y11: Key to success in exams' evening 3/11/22 Year 8 Parents evening 17/11/22 Year 13 Mock 1 exams start 21/11/22 Year 10 Parents evening 1/12/22 Y11 Mock 1 exams start 1/12/22</p> <p>Assessment 1b Year 8 & 12 - 10/11/22 Assessment 1c Year 7 & 9 24/11/22 Assessment 2a Year 13 15/12/22 Department Meetings Twilight 7/11/22 & 21/11/2022 Lead comparative judgement activities during standardisation meetings to ensure consistency across assessments. Create target groups from assessment; drop and agree intervention. Year 13 Mocks, Year 11 Mocks (Year 12 mocks start 3/1/23)- Ensure teams are fully briefed with mark schemes and grading for scripts are consistent across team.</p> <p>HOD plus department leaders attached SLG can establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students via:</p> <ul style="list-style-type: none"> • Learning walks and/or lesson observations to include book looks • Student focus group/Teams or other Survey • Department book scrutiny • Cross-curricular <p>Use learning walk and focus group proforma shared by GTTK SIG to focus on:</p> <ul style="list-style-type: none"> • Knowledge of students and use of data to inform planning • Curriculum delivery and subject knowledge • Memory recall, challenge and thinking hard • Learning environment and engagement • Assessment and dedicated improvement and review activities • 3-part homework (Consolidation, application and preparation) <p>SLGplus HOY- Student focus group and/or book check. WKA Tuesday period 1&2 Y8 - 29/11/2022</p> <p>Promotion of House Points and Community Service Recognising student achievement and having high aspirations to achieve their very best- How is this being promoted/monitored and used to develop character and wellbeing of students?</p>