



Halliford  
School  
SHEPPERTON

# **Personal, Social, Health and Economic Education Policy**

## **September 2022**

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## Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first class sporting, cultural and extra-curricular opportunities.

## Rationale for Personal, Social, Health and Economic Education

This policy covers Halliford School's approach to the delivery of Personal, Health, Social and Economic education through both designated time within the timetable and opportunities within individual subjects to develop subject specific SMSC opportunities.

Halliford School is strongly committed to the rationale of the **Every Child Matters** framework. Every Child Matters, which led to the Children's Act (2004), emphasised that PSHE should play a vital role in achieving the following outcomes (PSHE Association 2020):

- Health and Wellbeing
- Staying Safe
- Enjoying and Achieving
- Relationships
- Making a Positive Contribution
- Living in the wider world (including economic wellbeing and career education)

As a curriculum area, PSHE it is designed, alongside guidance from the PSHE Association to help give students the skills, knowledge and understanding they need to make safe and informed decisions, to lead confident, healthy, independent lives, and to become informed, active and responsible citizens.

The very application of being safe, making a positive contribution and being healthy are central to our students' lifelong development.

At Halliford School, we recognise that teaching about safety and relationships as part of PSHE education contributes to the safeguarding of students: it helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. Through the PSHE programme, we also seek to develop students' resilience and wellbeing. Finally, the PSHE programme is designed to contribute to our students' understanding of Fundamental British Values by developing in them a respect and tolerance for others' beliefs and by contributing to their knowledge of British institutions and society.

We recognise that PSHE is the responsibility of every adult in the school and to this end all staff should be aware of the issues relevant to their areas of work, in the delivery of both their subject and the PSHE curriculum. As a school, we are concerned with promoting personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst students, teachers and other adults within our community; through monitoring students' progress; through pastoral structures; through extra-curricular activities and the wider school ethos of viewing each student as an individual.

Parents have the right to withdraw their child from some aspects of the Relationship and Sex Education provided at school. **Further information about Relationship and Sex Education can be found in the Relationship and Sex Education Policy.**

## Delivery of PSHE

PSHE at Halliford School is delivered to Key Stages 3, 4 and 5. Through work in lesson time and a wide range of assemblies and activities across and beyond the curriculum. Students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

PSHE is delivered weekly during a 40 minute lesson slot to all year groups on a Monday Period 6 in the timetable. Most lessons are delivered by the form tutor, thus giving an opportunity for students to further bond with their tutor over a variety of issues covered in the diverse PSHE curriculum. Specialist sessions are also delivered by members of staff with a particular interest in certain areas of the curriculum and by external speakers to enrich the programme. The School Matron also makes a valuable contribution to the programme. Staff have access to on-going support and guidance in the delivery of these sessions from the Head of PSHE who helps to prepare and co-ordinate the teaching materials and topics to be covered both for quality and relevance.

Once a year the timetable is also collapsed for a day to enable a wider programme of extended sessions to be delivered to Year 7-10 and the Lower Sixth following school examinations. On topics such as; Careers, RSE, Online Safety, Health and Nutrition. First Aid and Mental Health.

PHSE gives students opportunities to reflect on themselves, their local community and the world around them, as well as their place within it. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

The school places an emphasis on active learning by including the children in discussions, investigations and problem solving. We encourage children to seek further information and help from other sources and remind them of the school's pastoral support system and trusted services.

We encourage students to take part in a range of practical activities that promote active citizenship. *For example:* charity fundraising, the planning of special events, such as school assemblies or involvement in community activities such as the service modules of the Duke of Edinburgh and Young Enterprise, and we offer residential visits where there is an opportunity to develop leadership, teamwork and co-operative skills that complement the PSHE curriculum.

Lectures and certified training is made available to parents half-termly, to support fully a family approach. These cover matters such as; mental health, substance misuse, preparing students for examination periods, online safety, nutrition.

Whole school and House assemblies play a pivotal role in the delivery of PSHE-related topics. Such as:

BLM

Equality and diversity

Online Safety

Child on child abuse and Harmful sexual behaviour

Mental Health and Wellbeing

Anti-Bullying

Holocaust Memorial Day

Martin Luther King Day

Death of Her Majesty Queen Elizabeth II

The PSHE scheme of work and curriculum plan is led by the Head of PSHE and is reviewed annually by the SMT.

## **Accessibility to parents, carers and the wider community**

This policy will be made available through the school website.

### **Principles and Values**

Halliford School believes that PSHE should:

- Develop a student's knowledge and understanding of what constitutes a healthy lifestyle.
- Promote independent and responsible members of the School and local community.
- Encourage every student to be positive and active members of a democratic society and to have a good understanding of Fundamental British Values.
- Develop self-confidence and self-esteem, and assist students to make informed choices regarding personal and social issues.
- Foster awareness of different types of abuse they might encounter, and actions they can take to protect themselves and others from these. Examples include grooming in any form, cyber-bullying, sexual exploitation or honour based violence in its various forms.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Help students to develop good relationships with other members of the School and the wider community, also demonstrating and teaching excellent standards of behaviour.
- Actively promote fundamental British values of democracy and the rule of law.
- Encourage students and teachers to share and respect each other's views.
- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with relevant professionals and other School partners.
- Assist students to know and understand what constitutes a healthy lifestyle, both mentally and physically.
- Enable students to be aware of safety issues, both off and online.
- Encourage respect for others regardless of race, gender and mental and physical disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

## Aims

The programme at Halliford School underpins the school pastoral system and offers support for the school aims.

Our PSHE programme aims to prepare students for an adult life in which they can:

- Develop personal autonomy by encouraging self-awareness, self-knowledge, self-esteem and self-confidence
- Be successful learners who enjoy learning, make progress and achieve, and are resilient
- Be responsible citizens who make a positive contribution to society
- Be aware of different types of abuse(s) and be resilient against any form of grooming
- Be aware of support for those experiencing risk from themselves or others
- Actively understand and promote fundamental British values and the rule of law
- Recognise and deal effectively with unwanted sexual behaviour (e.g. name-calling, nude image-sharing or sexual touching)
- Promote a positive culture where any instances of sexist, racist, misogynistic or other discriminatory behaviour are challenged
- Actively promote and encourage tolerance and respect for others, including those with protected characteristics such as sex, sexual orientation, gender reassignment disability, race, religion and belief
- Avoid being exploited or exploit others
- Understand and value themselves as individuals and as responsible and caring members of society
- Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those in their local community and to society more widely
- Respect democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety
- Distinguish right from wrong and respect the civil and criminal law of England, including in instances of cultural practice that may conflict with the above
- Understand what makes for good relationships with others, to develop a whole variety of relationships and adopt appropriate behaviour
- Further an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultures and religions
- Encourage tolerance, respect and sensitivity towards others, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Understand that there is a separation of power between the executive and the judiciary and that whilst some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- Understand that the freedom to hold other faiths is protected in law



- Understand the importance of identifying and combatting discrimination
- Ensure that students appreciate racial and cultural diversity and avoid and resist racism
- Help develop independent and responsible members of the School community, in preparation for social and economic independence in later life
- Understand and respect the role of public institutions and services in England
- Be positive and active in their attitudes to School life
- Be aware of safety issues
- Know and understand what constitutes a healthy lifestyle, both physically and mentally
- Develop awareness with regards to their personal hygiene and taking care of their bodies, including issues such as smoking and drugs

## **Creating a safe and supportive environment**

Because PSHE education works within students' real life experiences, it is essential to establish a safe learning environment. Establishing ground rules and creating a supportive learning environment are important elements of this.

In the course of PSHE education lessons, students may indicate or disclose that they are vulnerable or at risk. It is crucial to ensure that Halliford's Safeguarding Policy is adhered to at all times. Form tutors, who are aware and sensitive to the specific needs and vulnerabilities of individuals, deliver PSHE reflecting our approach to pastoral care.

## **Equality and Diversity**

We promote the needs and interests of all students, irrespective of gender, culture, ability or aptitude by ensuring that lessons are age appropriate and address issues relevant to their stage of development and that issues are dealt with in a manner that is sympathetic to all in the audience.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. We promote social learning and expect our students to show a high regard for the needs of others by adhering strictly to the code of practice drawn up at the beginning of each year which is revisited regularly.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all. Specifically we encourage our students not to discriminate against others on the basis of age, disability, gender assignment, marriage and civil partnership, pregnancy, maternity, race, religion and belief, sex or sexual orientation. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life. This culture is further enhanced through the work of the Student Equality and Diversity Group.

Our programme promotes the overarching values of Halliford School with an emphasis to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual

respect and tolerance of those with different faiths and beliefs. As well as the ethos of Every Child Matters.

## Assessment and recording

The focus of PSHE lessons is to educate the students in various areas that are relevant to their development as people and for them to explore various topics in a safe and encouraging environment. The students give verbal feedback as well as written feedback about what they have learnt during the lesson, however, as previously mentioned, it is about the development of the child and not what is right and wrong. Informal methods such as observation, discussion, questioning and participation in groups allow us to monitor the student's progress – along with observation of excellent work.

All staff at Halliford School pastoral have responsibilities which go beyond their teaching or support roles. The combination of the formal pastoral structure, the strong academic and extra-curricular programme, and the informal, on-going support offered by all members of Halliford School staff ensure that each student is closely monitored and effectively supported.

Special projects and events, such as assemblies and charity days, are observed by other adults, teachers and visitors. Our PSHE programme is part of a whole School approach to promote good health and wellbeing. We have developed a curriculum that is relevant to the students, connecting with their interests and experiences and relating to their abilities and backgrounds.

Prep is very occasionally used to support PSHE through tasks such as finding answers to questions/seeking opinions to further develop the discussions or questions posed in School. They can do this by using books (libraries), internet research and interviews with friends and family.

Teachers informally assess students' work in PHSE both as they observe them during lessons and by looking at the work undertaken and providing feedback.

Students now take formative end of year assessments in PSHE, that assess our provision, student understanding and allow for further learning and amendments to future plans. A central spreadsheet of results is held by the Senior Deputy and Head of PSHE to allow for granular analysis.

Learning walks are regularly taken of PSHE lessons by the Senior Deputy Head and/or the Head of PSHE – to assess the quality of delivery, resources and student outcomes.

An SMSC log is kept for all Headmaster and House assemblies and visiting speakers throughout the year.

## **Career Progression of our Students**

A range of opportunities are open to students to further develop their understanding of themselves and the world they live in. By developing these skills and knowledge at Halliford School, they are able to transition into many different career choices, feeling confident and passionate about whatever they may choose to do. Aspects of careers support are offered throughout the various key stages as part of the PSHE curriculum. This work is supported by or partnership with Innervate.

Careers talks and workshops held by Innervate are experienced in years 7 to 11 and Unifrog is available for other years, alongside Work Experience for Year 10. 1-1 Careers meetings and reports happen in years 10 and above, with all students in those years having a meeting every two years. Regular lectures are offered to our senior students on a variety of different career paths. A major careers fair highlights career paths for Senior students.

## **Partisan Political Views**

The school takes reasonable steps to ensure that where political views are brought to the attention of students, by whichever means, students are offered a balanced presentation of opposing views. Teachers are not allowed to actively encourage students to support particular political views.

In accordance with our Visiting Speaker Policy, visiting speakers are required to sign an agreement to the effect that they will not indoctrinate or radicalise our students and are always accompanied by staff who will intervene if they do so.

## **Role of Head of PSHE**

The Head of PSHE will:

- Be responsible for the design and delivery of an appropriate Scheme of Work, compliant with DfE regulations for Independent Schools
- Advise the Headmaster and Deputy Head (Pastoral) in all matters related to PSHE
- Keep up-to-date with developments and legislation in PSHE and distribute information to colleagues as appropriate. Raise awareness amongst all staff of their contribution to the students' personal and social development and agree the overall aims, objectives and priorities
- Organise guest speakers to present to the relevant age groups
- Establish a shared view of best practice to which all students are offered high quality lessons in the various PSHE areas.
- Lead policy development and review as this need arises.
- Agree the main priorities for the students' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, including the use of outside agencies, and students' responses to the programme
- Take responsibility for the purchase and organisation of resources for PSHE
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement

## **Information about related policies**

PSHE filters into many aspects of each student's education. The following policies are particularly relevant:

- SEN Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Relationship and Sex Education Policy

## **Appendix 1 - PSHE Curriculum Scheme of Work 2022/23**

*Approved by the Governing Body September 2022  
To be reviewed March 2023*

	September-October	October-December	January-February	February-April	April-May	June-July
Year 7	<p><u>Summer projects</u></p> <p>New students, having completed their summer projects will present these, in lessons.</p>	<p><u>Being me</u></p> <p>Who am I? What influences me? What makes me unique? Are just some of the questions explored during this topic. Students look at exploring individual identity and how this helps relationships develop. We also explore why relationships are important, how they can act positively or negatively in our lives and how we can develop our own personal values.</p>	<p><u>Diversity</u></p> <p>In this topic, we explore how people are different, why people are different and why being different helps us in life. We discuss the idea of tolerance, understanding, acceptance and discrimination.</p> <p>Students learn about our diverse society and different perspectives. This also includes respecting difference including LGBT+, religious beliefs, cultural differences and genders.</p>	<p><u>Health matters</u></p> <p>Food, exercise and a healthy mind is explored during this topic. We research and analyse how our daily intake of food; fitness and our minds can impact our health.</p> <p>Students explore a multitude of topics including how physical health contributes to mental wellbeing, how to encounter setbacks in regards to mental or physical health, reduce stigma attached to health issues and an overall promotion of good health and wellbeing.</p> <p>In this unit, we also explore DRUGS including understanding drugs and an introduction to tobacco.</p>	<p><u>Risk</u></p> <p>With an ever-growing online world, it is important to look at safety when using online platforms. Students develop safety techniques, what to do if something does not seem safe and how to protect yourself online. We also touch upon road safety and how to stay safe in certain circumstances.</p>	<p><u>Relationships</u></p> <p>Throughout our lives we will have a multitude of different relationships with different people. Students will explore the importance of relationships and how they influence us as individuals. We look at;</p> <ul style="list-style-type: none"> <li>- Family</li> <li>- Friends</li> <li>- Peers</li> <li>- Teachers</li> </ul>
Year 8	<p><u>Being me</u></p> <p>Developing on the topic from year 7, students explore the influences that make them who they are and how diversity can impact them. We look at the idea of religion, culture, ethnicity, class,</p>	<p><u>Poverty</u></p> <p>During this topic, students explore the countries that experience poverty and the lives that they live. We look at the work of charities and how they help, we ask the question of whether poverty can be</p>	<p><u>Health matters</u></p> <p>As a continuation from the year 7 topic, we look at the different types of food groups, what is good for you, what is bad. We explore the idea of a healthy lifestyle and what that would involve. We also look at keeping your mind</p>	<p><u>Your choice</u></p> <p>It is important to understand that success and failure, morals and doing right or wrong is all down to the choices we make as individuals. We explore the idea of morals, decision making and the impact this has on individuals and others, both in person and online. We also</p>	<p><u>Inspiration</u></p> <p>Who inspires you and why is a focus for this topic. Developing on the 'being me' unit, students will explore inspirational people and what makes them inspirational.</p>	<p><u>Improvisation</u></p> <p>For this unit, students will be developing their debating and presenting skills. Students will learn the importance of opinions whilst also being open to others opinion and how tolerance and understanding is key. We will also explore the concept of voting and why it is important.</p>

	background, family unit as well as influences of outside agencies such as school, the media, peers and hobbies.	eradicated, and we look at poverty within the UK.	healthy and how to ensure that you deal with situations as best as you can.  Students also develop their understanding of what can affect wellbeing and resilience including relationships, life changes etc. Students look at how to build resilience, challenge stigma, myths and misconceptions.	look at how we can be influenced both positively and negatively. This is also the introduction to consent.		
Year 9	<p><u>Justice</u></p> <p>Focusing on the UK, students will look at crime, punishment and justice within the UK. We also identify how morality and integrity plays a part in justice and why, if at all, justice is important.</p>	<p><u>Diversity</u></p> <p>Developing on the unit from year 7, students will further cultivate the idea of similarities and difference and understand key terms, and their impacts such as;</p> <ul style="list-style-type: none"> <li>- Racism</li> <li>- Sexism</li> <li>- Ageism</li> <li>- Homophobia</li> </ul> <p>Students also look at the change in attitudes over time for 'diverse' relationships include same-sex, mixed race or</p>	<p><u>Health</u></p> <p>This unit is a development from year 7 and 8, whereby there is a focus on the risks of substance abuse and alcohol. Another main topic in this unit is mental health, whereby there is a focus on;</p> <ul style="list-style-type: none"> <li>- Suicide</li> <li>- FGM</li> <li>- Drugs</li> <li>- Online influence</li> </ul> <p>Students start to delve into the internal and external influences that can affect both their physical and mental wellbeing as well as unhealthy coping strategies</p>	<p><u>Drugs</u></p> <p>This is a new unit introduced to year 9 this year. This builds on the topics covered in KS3 health units and has more of a focus and emphasis on looking more specifically at illegal drugs and the impact they have on ones life.</p>	<p><u>Relationships</u></p> <p>This unit will focus on positive relationships, marriage and having children, divorce, intimacy, sexual activity and consent.</p>	<p><u>Staying safe</u></p> <p>Developing the topics covered in the year 7 unit 'risk' and the year 8 unit 'your choice', students will be looking at staying safe on the internet (who are you talking to), exploring the ways to stay safe when you are out and about, child protection and road safety.</p>



		mixed religious relationships.	such as self-harm and eating disorders.  Students explore the importance of balance in life, staying safe (physically and mentally) as well as additions such as sun safety and self-examination.			
Year 10	<u>Home and charity</u>  In this unit, we cover a range of topics including progression at school and how home life can impact this, pressures put on young people and practical solutions to these pressures. We also look at how we can help others and how charities work.	<u>Human rights</u>  What are they, how can we use them and why they are important are just some of the points we cover in this unit. We explore the idea of using our human rights and what happens if human rights are ignored.	<u>Staying safe</u>  Developing the unit from year 9, students will be exploring more elements of staying safe on line. Looking over your online profile, the do's and don'ts online. They will also explore safety at night, on the streets and how to deal with unsafe situations.  Staying safe within relationships.	<u>Extremism</u>  Schools have a duty, under the Prevent strategy, to prevent young people being drawn into terrorist activities through radicalisation. In addition, they have a moral concern about the risks, to their pupils and the communities they serve, from extremism and the radicalisation of their pupils. This unit builds pupils' resilience to radicalisation by supporting inclusion and a sense of belonging in the community and by providing a safe environment for debating controversial issues. As part of this whole school approach, these lessons can develop knowledge and understanding of the factors that lead to extremism, and skills such as	<u>Drugs</u>  Students will be learning about the different classes of drugs, their effects (both long term and short term) and the legalities of drugs. We will also be looking at the impact that every day drugs such a tobacco and caffeine has on the mind and body. .	<u>Work</u>  Writing a resume, the application process and how to succeed in an interview are some of the elements in this unit. Students will be developing their skills to help them with new job prospects.

				critically evaluating the media and the messages of charismatic speakers and groups, as well as developing attributes such as resilience, empathy and respect for others.		
Year 11	<u>Personal review and planning</u> <p>The aim of this unit is for students to understand the range of options open to them post 16, how to get the information, advice and guidance they need to make the best choices for them and the application process.</p>	<u>Developing personal identity for career development</u> <p>This unit will focus on enabling students to maximise their chances when applying for education or employment. It will also look at developing their career identity.</p>	<u>Sex and relationships</u> <p>In this unit, students will understand diversity in sexual attraction. We will also address sex and relationship pressures that teenagers may encounter which includes elements such as sexting, pornography and the dark web. As well as developing student's awareness and knowledge of a range of sex and relationship issues and sexual health issues.</p>	<u>Healthy and unhealthy relationships</u> <p>The aim of this unit is for students to understand the importance of equality in relationships, the features of healthy and unhealthy relationships, that violence in relationships is unacceptable and to understand what support is available for those in an unhealthy relationship.</p>	<u>Making safer choices – Drugs education</u> <p>These lessons are from the DSM foundation whereby students explore situations whereby they need to think about the safest options available to them. This includes staying safe at parties, at festivals and e</p>	GCSE EXAMINATIONS

	Lower Sixth	Upper Sixth
12/9/22	Personal Development and Transition into Sixth Form	UCAS + Personal statement
19/9/22	Personal Finance Talk – Roger Harding	Personal Finance Talk – Roger Harding
26/9/22	Personal Development and Transition into Sixth Form	UCAS + Personal statement
03/10/22	Careers Talk – Natalie Papworth	UCAS + Personal statement
10/10/22	Personal Development and Transition into Sixth Form	UCAS + Personal statement
	OCTOBER HALF TERM	
01/11/22	Personal Development and Transition into Sixth Form	UCAS + Personal statement
07/11/22	Personal Development and Transition into Sixth Form	UCAS + Personal statement
14/11/22	Personal Development and Transition into Sixth Form	UCAS + Personal statement
21/11/22	Personal Development and Transition into Sixth Form	UCAS + Personal statement
28/11/22	Personal Development and Transition into Sixth Form	Mock Examinations
5/12/22	Personal Development and Transition into Sixth Form	Mock Examinations
12/12/22	Personal Development and Transition into Sixth Form	UCAS + Personal statement
	CHRISTMAS HOLIDAYS	
9/1/23	University research and UNIFROG	University applications and offers
16/1/23	RSE Talk – Charlie Easman	RSE Talk – Charlie Easman
23/1/23	Gambling Talk – Patrick Foster	Gambling Talk – Patrick Foster
30/1/23	Addiction Talk – Ian Mahoney	Addiction Talk – Ian Mahoney
6/2/23	University research and UNIFROG	University applications and offers
	FEBRUARY HALF TERM	
20/2/23	Careers, finance, and independence	Health and Wellbeing
27/2/23	Careers, finance, and independence	Health and Wellbeing
6/3/23	Drug and Substance Abuse Talk - DRED	Drug and Substance Abuse Talk - DRED
13/3/23	Mental Health Talk – Aric Sigman	Mental Health Talk – Aric Sigman
20/3/23	Careers, finance, and independence	Health and Wellbeing
	EASTER HOLIDAYS	
24/4/23	Sex, relationships, and society	Sex, relationships, and society

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1/5/23	Sex, relationships, and society	Sex, relationships, and society
8/5/23	Sex, relationships, and society	Sex, relationships, and society
15/5/23	Sex, relationships, and society	Sex, relationships, and society
22/5/23	Sex, relationships, and society LESSON 5	STUDY LEAVE AND A LEVEL EXAMINATIONS
	MAY HALF TERM	
12/6/23	Health and wellbeing	
19/6/23	Health and wellbeing	
26/6/23	Health and wellbeing	
3/7/23	Activity Week	

**PSHE Drop Down Day, Wednesday 15 March 2023 – Delivered by Brook**

7	8	9	10
Healthy Relationships	Healthy Relationships	Consent	Consent
Online Digital Life	Online Digital Life	Sexuality	Sexuality
Sexuality	Sexuality	Healthy Relationships	Healthy Relationships

## Appendix 2 - External Speaker Lists

### Academic Year 2022/23

12-Sep	8	Anti bullying talk	Robert Higgs
19-Sep	10,11,Sixth Form	Finance	McLellan - Roger Harding
26-Sep	9 &10	Drugs and Substance Abuse	Barry/Bob Dred UK
3-Oct	Sixth Form	Careers	Natalie Papworth
10-Oct	10 and 11	Anti bullying talk	Robert Higgs
31-Oct	7 and 8	Screen Time	Aric Sigman
7-Nov	9	Anti bullying talk	Robert Higgs
14-Nov	Parents	Anti bullying talk	Robert Higgs
14-Nov	7	Anti bullying talk	Robert Higgs
14-Nov	11	Careers	Natalie Papworth
21-Nov	10 and 11	Sex and Relationships	Aric Sigman
28-Nov	7,8,9	Finance	McLellan - Roger Harding
12-Dec	7,8,9	Nutrition	Tina Lond-Caulk
16-Jan	11 and Sixth Form	RSE	Charlie Easman
16-Jan	9	Careers	Natalie Papworth
23-Jan	11 and Sixth Form	Before the fun stops, stop - gambling	McLellan - Patrick Foster
30-Jan	11 and Sixth Form	A Slow Crash - addiction	McLellan - Iain Mahony
6-Feb	9	Body Image	Aric Sigman
6-Feb	Parents	Screen Time	Aric Sigman
6-Feb	Y7&8	RSE	Charlie Easman
6-Mar	Y11 and Sixth Form	Drugs and Substance Abuse	Barry/Bob DredUK
6-Mar	Y9	RSE	Charlie Easman
13-Mar	11 and Sixth Form	Mental Health and Exams	Aric Sigman
20-Mar	7&8	Drugs and Substance Abuse	Barry/Bob DredUK
24-Apr	10	Careers	Natalie Papworth
8-May	7 & 8	Careers	Natalie Papworth

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## **Appendix 3 - External Speaker Lists Previous Years**

### **Academic Year 2021/22**

- 8 November 2021 – Dred – Drugs and their impacts, choices Year 9
- 22 November 2021 – Dred – Drugs and their impacts, choices Year 7 and 8
- 25 November 2021 – Spargo Mabbs DSM Foundation – Drug awareness, Sixth Form
- 6<sup>th</sup> December 2021 – Innervate N Papworth – Careers, Year 9
- 13<sup>th</sup> January 2022 – Emma Cole – Living with HIV – Sixth Form
- 17<sup>th</sup> January 2022 – Aric Sigman – Sex Education, Years 7 and 8
- 24<sup>th</sup> January 2022 – Dr Charlie Easman – Year 9 Sex Education, myth and reality, consent and intimacy
- 31<sup>st</sup> January 2022 – Innervate N Papworth – Careers workshop, Year 10 and 11
- 21<sup>st</sup> February 2022 – Dr Charlie Easman – Year 11 Sex Education, relationships, contraception and STIs
- 28<sup>th</sup> February 2022 – Tina Lond Caulk – Nutrition and wellbeing, Year 10 and 11
- 7<sup>th</sup> March 2022 – Dr Charlie Easman – Year 7 and 8 Sex Education, relationships and types
- 21<sup>st</sup> March 2022 – Dr Aric Sigman – Sixth Form Exam Stress and Mental Health
- 28 April 2022 – Innervate N Papworth – Careers, Year 7 and 8
- May 2022 – Planned drop down morning week – J Bown – Online Safety
- 11<sup>th</sup> May 2022 – Tanya Goodin – Online Safety and social media, Year 10
- 13<sup>th</sup> June 2022- Dr Aric Sigman – Year 9 Mental Health and Sex education, relationships and choice
- 20<sup>th</sup> June 2022 – Dr Charlie Easmon – Year 10 Sex Education, relationships, contraception and choice

### **Academic Year 2020 to 2021 - Held**

- 8 October 2020 – Spargo Mabbs DSM Foundation – Drug awareness, Sixth Form
- 26 February 2021 – Aric Sigman – Life in Lockdown – All Students
- 17 May 2021 (4 hours) – J Bown, J MacLean, M Shales – Relationships and Sex Education, Consent and Online Safety, Year 9
- 18 May 2021 (4 hours) – J Bown, J MacLean, M Shales – Relationships and Sex Education, Online Safety, Year 8
- 19 May 2021 (4 hours) – J Bown, J MacLean, M Shales -Relationship and Sex Education, Consent, and Online Safety, Year 11 and Sixth Form
- 20 May 2021 (4 hours) – J Bown, J MacLean, M Shales – Relationships and Sex Education, Consent and Online Safety, Year 10
- 21 May 2021 (4 hours) – J Bown, J MacLean, M Shales – Relationships and Sex Education, Online Safety, Year 7

### **Planned itinerary for academic year 2020 to 2021 - Planned**

- 12<sup>th</sup> October 2020 – **Year 7** - 'Being me; mental, physical and spiritual health' with Charlie Easman
- 2<sup>nd</sup> November 2020 – Year 11 – Spiral effect with Barry Evans from DRED UK
- 11<sup>th</sup> January 2021 – Year 7 – Personal safety; medication in the home with Barry from DRED UK
- 25<sup>th</sup> January 2021 – **Year 8** – Relationships talk with Charlie Easman
- 1<sup>st</sup> February 2021 – **Year 10** – Parties and consent with Charlie Easman
- 8<sup>th</sup> March 2021 – **Year 11** – Healthy and unhealthy relationships with Charlie Easman
- 15<sup>th</sup> March 2021 – **Year 10**- Drugs, alcohol and socialising with Barry Evans from DRED UK
- 19<sup>th</sup> April 2021 – **Year 7** – Body image with Charlie Easman
- 26<sup>th</sup> April 2021 – **Year 9** – Condoms and STI's with Charlie Easman
- 7<sup>th</sup> June 2021 – **Year 9** – Drug classifications and street names; associated Risk with Barry Evans DRED UK

### **Academic year 2019 to 2020**

- 25 November 2019 – C Easman – Intimacy and peer pressure, Year 8
- 25 November 2019 – Dred – Drugs, medication and usage, Year 7
- 20 January 2020 – C Easman – Understanding change and body image, Year 7
- 20 January 2020 – Dred – Drug classification and street names, Year 9
- 27 January 2020 – C Easman – Health and unhealthy relationships, Year 10
- 3 February 2020 – Dred – Parties, consent and decisions, Year 11
- 10 February 2020 - Simon Leigh – Drugs and associated dangers, Year 7 and 8
- 10 February 2020 – Simon Leigh – Drugs and associated dangers, Year 10
- 2 March 2020 – Tanya Goodin – Online Safety and inappropriate content, Year 7
- 2 March 2020 – Dred – Drugs, alcohol and the spiral effect, Year 11
- 9 March 2020 – Tanya Goodin – Online safety, grooming and sexual abuse, Year 8
- 16 March 2020 – Tanya Goodin – Online screen time and usage, Year 9
- 1 May 2020 – Russell Robinson – Criminal Law, Lower Sixth