



Halliford  
School  
SHEPPERTON

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

## **March 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.

PSHE 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

Peer on Peer abuse and Harmful sexual behaviour

Mental Health and Wellbeing

Anti-Bullying

Holocaust Memorial Day

Martin Luther King Day

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.
- 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.
- 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.

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.

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 2021/22

	Year 7	Year 8	Year 9	Year 10	Year 11
06/9/21	9/9/19  SUMMER PROJECTS	Introduction lesson	Introduction lesson	Introduction lesson	Introduction lesson
13/9/21		BEING ME: LESSON 1	JUSTICE: LESSON 1	HOME & CHARITY: LESSON 1	PLANNING AND REVIEW: LESSON 1
20/9/21		BEING ME: LESSON 2	JUSTICE LESSON 2	HOME AND CHAIRTY: LESSON 2	PLANNING AND REVIEW: LESSON 2
27/9/21		BEING ME: LESSON 3	JUSTICE: LESSON 3	HOME & CHARITY: Lesson 3	PLANNING AND REVIEW: LESSON 3
04/10/21	SONG CONTEST PREP				
11/10/21		BEING ME: LESSON 4	JUSTICE: LESSON 4	HOME & CHARITY: Lesson 4	PLANNING AND REVIEW: LESSON 4
18/10/21	HALF TERM				
25/10/21					
01/11/21	DRED UK: introduction to drugs	DRED UK: introduction to drugs	DIVERSITY: Lesson 1	HUMAN RIGHTS: Lesson 1	DEVELOPING PERSONAL IDENTITY: LESSON 1
08/11/21	BEING ME: Lesson 1	POVERTY: LESSON 1	DRED UK: Recreational drugs and prescription drugs talk	HUMAN RIGHTS: LESSON 2	DEVELOPING PERSONAL IDENTITY: LESSON 2
15/11/21	Being me: Lesson 2	POVERTY: LESSON 2	DIVERSITY: LESSON 2	Dr Charlie Easmon: Sex and relationship talk	DEVELOPING PERSONAL IDENTITY: LESSON 3
22/11/21	Being me: Lesson 3	POVERTY: LESSON 3	DIVERSITY: LESSON 3	HUMAN RIGHTS: LESSON 3	DEVELOPING PERSONAL IDENTITY: LESSON 4
29/11/21	BEING ME: Lesson 4	POVERTY: LESSON 4	DIVERSITY: LESSON 4	HUMAN RIGHTS: LESSON 4	EXAM MOCKS
06/12/21	BEING ME Lesson 5	POVERTY: LESSON 5	INNERVATE CAREERS talk	HUMAN RIGHTS: LESSON 5	EXAM MOCKS
13/12/21	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	
20/12/21	Christmas Holidays				
27/12/21					

03/1/22					
10/1/22	HEALTH: Lesson 1	HEALTH: LESSON 1	HEALTH: LESSON 1	STAYING SAFE: LESSON 1	HEALTHY AND UNHEALTHY RELATIONSHIPS: LESSON 1
17/1/22	Dr Aric Sigmund: Sex and Relationships talk	Dr Aric Sigmund: Sex and Relationships talk	HEALTH: LESSON 2	STAYING SAFE: LESSON 2	HEALTHY AND UNHEALTHY RELATIONSHIPS: LESSON 2
24/1/22	HEALTH: LESSON 2	HEALTH: LESSON 2	Dr Charlie Easmon: Sex and relationships talk	STAYING SAFE: LESSON 3	HEALTHY AND UNHEALTHY RELATIONSHIPS: LESSON 3
31/1/22	HEALTH: LESSON 3	HEALTH: LESSON 3	HEALTH: LESSON 3	INNERVATE CAREERS talk	INNERVATE CAREERS talk
07/2/22	HEALTH: LESSON 4	HEALTH: LESSON 4	HEALTH: LESSON 4	STAYING SAFE: LESSON 4	HEALTHY AND UNHEALTHY RELATIONSHIPS: LESSON 4
14/2/22	HALF TERM				
21/2/22	RISK: LESSON 1	YOUR CHOICE: LESSON 1	BEING ME: LESSON 1	DRUGS: LESSON 1	Dr Charlie Easmon: Sex and relationship talk
28/2/22	RISK: LESSON 2	YOUR CHOICE: LESSON 2	BEING ME: LESSON 2	The Nutrition Guru: Talk on health and nutrition with impact on physical and mental health	The Nutrition Guru: Talk on health and nutrition with impact on physical and mental health
7/3/22	Dr Charlie Easmon: Sex and Relationships talk	Dr Charlie Easmon: Sex and Relationships talk	BEING ME: LESSON 3	DRUGS: LESSON 2	DIVERSITY, DISCRIMINATION AND CHALLENGING OFFENSIVE BEHAVIOUR: LESSON 1
14/3/22	RISK: LESSON 3	YOUR CHOICE: LESSON 3	BEING ME: LESSON 4	DRUGS: LESSON 3	DIVERSITY, DISCRIMINATION AND CHALLENGING OFFENSIVE BEHAVIOUR: LESSON 3
21/3/22	RISK: LESSON 4	YOUR CHOICE: LESSON 4	BEING ME: LESSON 5	DRUGS: LESSON 4	DIVERSITY, DISCRIMINATION AND CHALLENGING OFFENSIVE BEHAVIOUR: LESSON 4
28/3/22					

4/4/22	EASTER HOLIDAYS				
11/4/22					
18/4/22					
25/4/22	INNERVATE CAREERS: Career talk	INNERVATE CAREERS: Career talk	RELATIONSHIPS: LESSON 1	REVISION SKILLS: LESSON 1	EXAM PREP
2/5/22	BANK HOLIDAY				
9/5/22	RISK: LESSON 1	INSPIRATION: LESSON 1	RELATIONSHIPS: LESSON 2	REVISION SKILLS: LESSON 2	EXAMS
16/5/22	RISK: LESSON 2	INSPIRATION: LESSON 2	RELATIONSHIPS: LESSON 3	REVISION SKILLS: LESSON 3	
23/5/22	RISK: LESSON 3	INSPIRATION: LESSON 3	RELATIONSHIPS: LESSON 4	REVISION SKILLS: LESSON 4	
30/5/22	HALF TERM				
6/6/22	RELATIONSHIPS: LESSON 1	IMPROVISATION: LESSON 1	STAYING SAFE: LESSON 1	WORK: LESSON 1	
13/6/22	RELATIONSHIPS: LESSON 2	IMPROVISATION: LESSON 2	STAYING SAFE: LESSON 2	WORK: LESSON 2	
20/6/22	RELATIONSHIPS: LESSON 3	IMPROVISATION: LESSON 3	STAYING SAFE: LESSON 3	YEAR 10 WORK EXPERIENCE	
27/6/22	RELATIONSHIPS: LESSON 4	IMPROVISATION: LESSON 4	STAYING SAFE: LESSON 4		
04/7/20	Activity week				

	Lower Sixth	Upper Sixth
6/9/2021		
13/9/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement
20/9/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement
27/9/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement
04/10/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement
11/10/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement
18/10/21	OCTOBER HALF TERM	
25/10/21		
01/11/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement
08/11/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement



15/11/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement	
22/11/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement	
29/11/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement	
06/12/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement	
13/12/21	Personal Development and Transition into Sixth Form	UCAS + Personal statement	
20/12/21	CHRISTMAS HOLIDAYS		
27/12/21			
03/1/22			
10/1/22			University research and UNIFROG
17/1/22	University research and UNIFROG	University applications and offers	
24/1/22	University research and UNIFROG	University applications and offers	
31/1/22	University research and UNIFROG	University applications and offers	
07/2/22	University research and UNIFROG	University applications and offers	
14/2/22	FEBRUARY HALF TERM		
21/2/22	Careers, finance, and independence LESSON 1	Health and Wellbeing LESSON 1	
28/2/22	Careers, finance, and independence LESSON 2	Health and Wellbeing LESSON 2	
7/3/22	Careers, finance, and independence LESSON 3	Health and Wellbeing LESSON 3	
14/3/22	FINANCE TALK With Mrs Brown	Health and Wellbeing LESSON 4	
21/3/22	SEX EDUCATION TALK With Dr Aric Sigman		
28/3/22	EATER HOLIDAYS		
4/4/22			
11/4/22			
18/4/22			
25/4/22	Sex, relationships, and society LESSON 1	Sex, relationships, and society LESSON 1	
2/5/22	Sex, relationships, and society LESSON 2	Sex, relationships, and society LESSON 2	
9/5/22	Sex, relationships, and society LESSON 3	Sex, relationships, and society LESSON 3	
16/5/22	Sex, relationships, and society LESSON 4	Sex, relationships, and society LESSON 4	
23/5/22	Sex, relationships, and society LESSON 5	STUDY LEAVE AND A LEVEL EXAMINATIONS	
30/5/22	MAY HALF TERM		
6/6/22			
13/6/22			Health and wellbeing LESSON 1
20/6/22	Health and wellbeing LESSON 2		
27/6/22	Health and wellbeing		

	LESSON 3	
04/7/22	Health and wellbeing LESSON 4	

## Appendix 2 - External Speaker Lists

### 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