



Halliford
School
SHEPPERTON

Personal, Social, Health and Economic Education Policy

September 2018

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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:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Wellbeing

As a curriculum area, PSHE it is designed 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.

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.

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
- 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 PHSEE 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 PHSEE 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

There is no formal assessment for the PSHE curriculum. The focus of the 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.

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.

An SMSC log is kept by the Senior Tutor 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.

Morrisby testing is made available in Year 10 and again in Year 11. Regular lectures are offered to our senior students on a variety of different career paths. A regular 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 Map

	Health & Wellbeing	Sex & Relationships	British Values	Finance and Career	Drugs	Living in the wider World
Year 7	Intro to PSHE: Establishing ground rules, transitions and personal targets Reflection	Body Image: understanding change Worksheets	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Presentation	Introduction to personal finance (NATIONWIDE) Reflection	Personal safety and medications Produce a leaflet	Online safety (1) Inappropriate content Communicating with people you don't know Worksheets
Year 8	Healthy Living: personal hygiene, Presentation	Relationships: pressure, protection & intimacy Worksheets	Democracy: What is it? How does it work? Democracy in Politics / Law Do we use democracy in everyday life? Examples of democracy in everyday life: Presentations	Types of business and the economy Worksheets	Alcohol, smoking & cannabis Produce a fact sheet	Online safety (2) Grooming and sexual abuse Sharing personal info Worksheets & Reflection
Year 9	Body Image: love the skin you're in Reflection	Condoms and STIs Fact finding-Poster	Individual liberty Poster	What do you want to do? Research Project	Drugs: Classifications, street names Produce a warning flyer (A5 size) Include: Street name, effect, facts and statistics, helpline numbers / contacts	Online Safety (3) Screen Addiction Reflection
Year 10	Grief Encounter (bereavement) Roz Bicen Reflection	Healthy and unhealthy relationships (Domestic Abuse) Worksheets	The rule of law Reflection	Study Skills	Drugs, alcohol and socializing (Peer pressure) IN PAIRS Produce two short case studies: 1) A young person who has given in to peer pressure – what happened? 2) A young person who refused to give into peer pressure and used the correct support channels	Online Safety (4): social media profile & impact Project / Presentation

Year 11	Coping with exams – study skills Reflection	Parties, consent, substances and decisions Produce a pocket (credit card) sized 'Stay Safe & Party' card	Study Skills	Qualifications and work Planning your next steps project	Drugs, alcohol and addiction: The spiral effect Reflection	EXAMS
Lower Sixth	Mental Health Support resources Stress management, relaxation techniques Healthy eating Diet and exercise The importance of sleep		Drive IQ	Assertiveness and confidence building BP Interviews CV Writing Growth Mindset Elevate Education Note Taking – Cornell method		Living in the Wider World: The science of milk Waste Disposal, Recycling and pollution (Plastic)
Upper Sixth	Dealing with criticism	Aids Awareness	Safe Drive Stay Alive	Bursaries, scholarships and grants Explore living at University Halls Budgets – Budgeting Student loans- How far will my money go? Living alone What are your rights?/What makes a great Houseshare? How to change a tyre	Drugs and Substance abuse – Choice and Consequences	
KEY	OUTSIDE SPEAKERS	ASSESSMENT	Tutor Led	Study Skills	EXAMS	

Appendix 2 – PSHE Curriculum Calendar 2018 – 2019

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	Lower Sixth	Upper Sixth	
DATE								
10/9/18	INDIVIDUAL SCHOOL PHOTOS							
17/9/18	Orientation/ Summer Projects	TUTOR TIME/ THE YEAR AHEAD/ PERFORMANCE DISCUSSIONS	Drugs: Classifications, street names Barry Evans	TUTOR TIME/ THE YEAR AHEAD/ PERFORMANCE DISCUSSIONS	TUTOR TIME/ THE YEAR AHEAD/ PERFORMANCE DISCUSSIONS	Study Skills: 5 keys for transitioning from GCSE	Personal Statement and UCAS	
24/9/18		Healthy Living: personal hygiene, TUTORS TO LEAD	Drugs: Classifications, street names TASK	Drugs, alcohol and socializing (Peer pressure) Barry Evans	Morrisby Testing	Study Skills: Note Taking – Cornell method	Personal Statement and UCAS	
1/10/18		Relationships: pressure, protection & intimacy Dr Charlie Easmon	TUTOR TIME/ THE YEAR AHEAD/ PERFORMANCE DISCUSSIONS	Drugs, alcohol and socializing (Peer pressure) TASK	Study Skills TUTORS TO LEAD	Study Skills: Elevate resources (Following Elevate session)	Personal Statement and UCAS	
8/10/18		Relationships: pressure, protection & intimacy	Design an Anti Bullying Campaign - delivered after half term:	Wasted Youth Peter Hall LIBRARY	Morrisby Interviews	Study Skills: Growth Mindset 1	Personal Statement and UCAS	

Approved by the Governing Body September 2018

To be reviewed September 2019

		TASK	Wadham: Posters Desborough: Student Friendly Information leaflets Greville: TV advert Russell: Prepare an assembly presentation (Including facts and statistics) How do we tackle bullying as a school?				
15/10/18		Relationships: pressure, protection & intimacy TASK		Wasted Youth Peter Hall REFLECTION TASK	Study Skills TUTORS TO LEAD	Study Skills: Growth Mindset 2	Final preparations for UCAS submission
22/10/18	HALF TERM						
29/10/18	HALF TERM						
5/11/18	Intro to PSHE: Establishing ground rules, transitions and personal targets	Alcohol, smoking & cannabis Barry Evans	TUTOR TIME/GRADES/ PERFORMANCE DISCUSSIONS	TUTOR TIME/GRADES/ PERFORMANCE DISCUSSIONS	TUTOR TIME/GRADES/ PERFORMANCE DISCUSSIONS	Academic Progress Review Meetings	Academic Progress Review Meetings
12/11/18 Anti- Bullying Week	Natural History Museum Trip	Bullying P6 PSHE Whole School Anti- Bullying				British Values: Drive IQ No.1 (Computers needed)	British Values: Safe Drive 1

19/11/18	WHOLE SCHOOL QUIZ						
26/11/18	Personal safety and medications Barry Evans	Year 8 Shakespeare	Body Image: love the skin you're in TUTORS TO LEAD	Study Skills TUTORS TO LEAD	Study Skills TUTORS TO LEAD	British Values: Drive IQ No.2 (Computers needed)	British Values: Safe Drive 2
3/12/18	Personal safety and medications TASK	Alcohol, smoking & cannabis TASK RESEARCH / PLANNING	Condoms and STIs RESEARCH TASK	Rule of Law TUTORS TO LEAD	Art Mock	Unifrog Launch	British Values: Safe Drive 3
10/12/18	Introduction to personal finance (NATIONWIDE) REFLECTION SHEET TO BE COMPLETED OVER CHRISTMAS BREAK	Alcohol, smoking & cannabis TASK	Condoms and STIs Dr Charlie Easmon	Study Skills TUTORS TO LEAD	Mock Exams	University Search via Unifrog	Relationships & Sex: Aids Awareness
17/12/18	CHRISTMAS HOLIDAY						
24/12/18	CHRISTMAS HOLIDAY						
31/12/18	CHRISTMAS HOLIDAY						
14/1/19	Online safety (1)	TUTOR TIME/GRADES/	Condoms and STIs	Healthy and unhealthy relationships	TUTOR TIME/ PERFORMANCE DISCUSSIONS	Academic Progress	Drugs and Substance abuse – Choice

	Inappropriate content Communicating with people you don't know Tanya Goodin	PERFORMANCE DISCUSSIONS	TASK	(Domestic Abuse) Dr Charlie Easmon		Review Meetings	and consequences
21/1/19	Online safety (1) Inappropriate content TASK	Online safety (2) Grooming and sexual abuse Sharing personal info Preparation research and class discussion	TUTOR TIME/GRADES/ PERFORMANCE DISCUSSIONS	Healthy and unhealthy relationships (Domestic Abuse) TASK	Parties, consent, substances and decisions Dr Charlie Easmon	Health & Wellbeing: Mental Health Support resources	Finance & Career: Bursaries, scholarships and grants
28/1/19	Body Image: understanding change Dr Charlie Easmon	Online safety (2) Grooming and sexual abuse Sharing personal info	THINKING ABOUT OPTIONS FOR YEAR 10 TUTORS TO LEAD	Study Skills TUTORS TO LEAD	Parties, consent, substances and decisions TASK	Health & Wellbeing: Stress management, relaxation techniques	Finance & Career: Explore living at University website
4/2/19	Body Image: understanding change TASK	Online safety (2) Grooming and sexual abuse	THINKING ABOUT OPTIONS FOR YEAR 10	Study Skills TUTORS TO LEAD	Drugs, alcohol and addiction: The spiral effect Barry Evans	Health & Wellbeing: Healthy eating	Finance & Career:

		Sharing personal info TASK	WRITE A SHORT JUSTIFICATION FOR YOUR CHOICES				Alternatives to/missing out on halls/5 Ways to get prepared for living at university. Navigating Halls/How and when to apply (for Halls)?
11/2/19	Body Image: understanding change TASK	Online safety (2) Grooming and sexual abuse Sharing personal info TASK		Grief Encounter (bereavement) Roz Bicen	Drugs, alcohol and addiction: The spiral effect TASK	Health & Wellbeing: Diet and exercise	Finance & Career: Budgets - Budgeting
18/2/19	HALF TERM						
25/2/19	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. TUTORS TO LEAD	TUTOR TIME/GRADES/ PERFORMANCE DISCUSSIONS	Online Safety (3) Screen Addiction	TUTOR TIME/GRADES/ PERFORMANCE DISCUSSIONS	TUTOR TIME/ PERFORMANCE DISCUSSIONS	Living in the Wider World: Environmental issues – Global warming	Finance & Career: Student loans- How far will my money go?

4/3/19	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. TASK	Democracy: What is it? How does it work? Democracy in Politics / Law Do we use democracy in everyday life? TUTORS TO LEAD	Online Safety (3) Screen Addiction TASK	Online Safety (4): social media profile & impact	Qualifications and work TUTORS TO LEAD	Health & Wellbeing: The importance of sleep	Finance & Career: Living alone
11/3/19	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. TASK	Democracy: What is it? How does it work? Democracy in Politics / Law Do we use democracy in everyday life? TASK PREPARATION	TUTOR TIME/GRADES/ PERFORMANCE DISCUSSIONS	Online Safety (4): social media profile & impact TASK: Identify different social media platforms and their potential impact	Qualifications and work PLANNING YOUR NEXT STEPS PROJECT 6 th Form? College? Apprenticeship ? Work? Possible Universities / Courses?	Living in the Wider World: The science of milk	Health & Wellbeing: Dealing with criticism
18/3/19	Mutual respect for and tolerance of those with different faiths	Democracy: What is it? How does it work? Democracy in Politics / Law	Individual liberty TUTORS TO LEAD	Online Safety (4): social media profile & impact	Elevate Session	Living in the Wider World: Waste Disposal, Recycling and	What are your rights?/What makes a great Houseshare?

	and beliefs and for those without faith. PRESENTATION TIME!	Do we use democracy in everyday life? TASK: PRESENTATIONS Peer feedback to be given following each presentation		TASK: Design a public information advertisement (leaflet, radio, video ad) about the impact of social media – how is it useful? How could it be harmful?		pollution (Plastic)	
25/3/19		Q&A	Individual liberty TASK	Study Skills TUTORS TO LEAD	Coping with exams – study skills TUTORS TO LEAD	Finance & Career: Assertiveness and confidence building	Clearing and the results day process/How to change a tyre
1/4/19	Geography Trip		Individual liberty FINISH TASK AND CREATE YEAR GROUP DISPLAY IN COURTYARD	Study Skills TUTORS TO LEAD	Coping with exams – Reducing Anxiety TUTORS TO LEAD	Finance & Career: Interview techniques and skills	Clearing and the results day process/How to change a tyre
8/4/19	EASTER HOLIDAY						
15/4/19	EASTER HOLIDAY						
22/4/19	EASTER HOLIDAY						
29/4/19	TUTOR TIME/GRADES DISCUSSIONS/ THE TERM AHEAD			EXAMS			

6/5/19	BANK HOLIDAY						
Mental Health Awareness Week 13/5/19	<p style="text-align: center;">Natasha Devon "First Aid for the Mind"</p> <p style="text-align: center;">P6 PSHE (Mental Health) Across all year groups</p>						
20/5/19	Mental Health: Coping with change TUTORS TO LEAD	Types of business and the economy LED BY PETER GALE	Careers: What do you want to do? TUTORS TO LEAD	Study Skills TUTORS TO LEAD			
27/5/19		Types of business and the economy TASK	What do you want to do? RESEARCH: Why this career? Qualifications/ Experience needed What kind of industry? Identify any possible limitations	Study Skills TUTORS TO LEAD			

3/6/19	Reflection: My first year at Halliford Task: PPT Presentation	Fake News: What is fake news?	What do you want to do?	Study Skills TUTORS TO LEAD		Unifrog update: Complete competencies for Personal statements	
10/6/19		What are the social, moral, spiritual and cultural implications of fake news?	PRESENT YOUR CAREER AND PATHWAY TO TUTOR GROUP	Study Skills TUTORS TO LEAD		Drug and substances – Guest Speaker	
17/6/19	PSHE DROP DOWN DAY					Finance & Career: BP Interviews	
24/6/19	PSHE REVIEW REVIEW SHEETS TO BE COMPLETED			WORK EXPERIENCE		Finance & Career: CV Writing	
1/7/19	ACTIVITIES WEEK						
8/7/19	NO PSHE						

Appendix 3 – PSHE Scheme of Work 2018 – 2019

Year Group	Number of PSHE Sessions	Topic	Aim	Objectives	Learning outcomes
7	1	Health & Wellbeing: Establishing Ground Rules, Transition and Personal Targets for PSHE	To ease transition, create a cohesive group able to work productively together and to enable individuals to set personal goals.	To learn: <ul style="list-style-type: none"> • about the differences between being a primary school student and a secondary school student; • how to explore feelings about being somewhere new; about the importance of building working relationships within the group • about PSHE education and the importance of ground rules and respect in PSHE education lessons; 	The learners will be able to: <ul style="list-style-type: none"> • discuss issues and feelings around fitting in and being left out of groups; • work effectively and comfortably within the group; • agree and understand the need for a negotiated set of ground rules in order to create a climate for learning; • understand the need to respect each other’s right to contribute confidently and safely to PSHE sessions;

7	2	Relationships & Sex: Body Image, Personal Identity & Risk	To explore the learners' feelings about and influences on their body image; to understand the health risks and issues related to this.	To learn: <ul style="list-style-type: none"> • about self-image and self-esteem and the effect of the media on this; 	<ul style="list-style-type: none"> • evaluate how important the way they look is to their self-image and self-esteem; • analyse the expectations of young people's appearance that are set up by the media; • assess, manage and minimise these risks;
7	3	British Values Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	To understand that everyone belongs to several different types of community; to identify the factors that contribute to a person's identity; to enable learners to understand the nature of discrimination, how it feels to be discriminated against and their responsibilities towards those who are being discriminated against; to apply this understanding to questions about racism and religious intolerance.	As a school we: <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence • Enable students to distinguish right from wrong and to respect the civil and criminal law of England • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely • Enable students to acquire a broad general knowledge of and respect for public institutions and services in England • Promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures 	

				<ul style="list-style-type: none"> • Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 • Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England 	
7	1	Finance & Career: Introduction to personal finance	To understand the function and role of money in different contexts and to understand the concepts of spending and saving, including managing a simple budget.	<p>To learn:</p> <ul style="list-style-type: none"> • about banking and using careful budgeting to achieve financial goals; • to develop a long-term view of handling money; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> explain the importance of careful budgeting for setting and achieving financial goals; • <input type="checkbox"/> identify ways someone of their age might increase their income and decrease their spending in order to balance their budget or save money
7	2	Drugs: Personal safety and medications	To empower the learners to understand general medications, their impact and personal responsibilities.	<p>To learn:</p> <ul style="list-style-type: none"> • about accessing and using different prescribed and pharmaceutical medications; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> explain how to use prescription and over the counter medication, access medicines and the importance of taking medicines correctly

7	2	<p>Living in the Wider World: Online safety (1) Inappropriate content</p> <p>Communicating with people you don't know</p>	To empower learners to use online forums & social media safely	<p>To learn:</p> <ul style="list-style-type: none"> • how to stay safe online and manage the risk of using the internet socially; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> identify the risks associated with using social networks such as 'Facebook' as a means of making and building friendships; • <input type="checkbox"/> demonstrate or describe strategies for managing this risk, keeping safe and minimising harm online;
8	1	<p>Health & Wellbeing: Healthy Living: personal hygiene,</p>	To understand the physical and emotional changes young people experience and the importance of personal hygiene.	<p>To learn:</p> <ul style="list-style-type: none"> • about personal hygiene and its importance for young people; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> explain why personal hygiene is not only important to limit the spread of infection but is also important for self-esteem and affects how people feel about themselves; • <input type="checkbox"/> understand how puberty affects personal hygiene needs;
8	2	Relationships & Sex:	To consider different levels of intimacy and their consequences;	To learn:	The learners will be able to:

		Relationships: pressure, protection & intimacy	to understand what expectations might be; to explore issues related to sexuality and sexual orientation; to understand 'readiness' for sex and the benefits of delaying sex; to develop knowledge and skills related to the condom and the pill.	<ul style="list-style-type: none"> • about the pressures on young people to progress towards sexual intercourse in relationships, strategies for dealing with that pressure and the benefits of delaying sex; 	<ul style="list-style-type: none"> • <input type="checkbox"/> identify the pressure on teenagers (perceived and actual) to progress towards sexual intercourse in their relationships; • <input type="checkbox"/> understand the possible benefits of exploring thoughts, feelings and beliefs with others such as friends, family and professionals, to help them find strategies for dealing with pressure;
8	3	British Values Democracy	<p>To enable the learners to</p> <ul style="list-style-type: none"> • 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 • Encourage students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. • Ensure that principles are actively promoted 	<p>As a school we:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence • Enable students to distinguish right from wrong and to respect the civil and criminal law of England • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely • Enable students to acquire a broad general knowledge of and respect for public institutions and services in England 	

				<ul style="list-style-type: none"> • Promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 • Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England 	
8	2	Finance & Career: Types of business and the economy	To develop a basic understanding of UK & International business and UK economy.	<p>To learn:</p> <ul style="list-style-type: none"> • about working in different types of business; • about how businesses are organised and financed; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • understand the nature of different types of business, including social enterprise; explain the difference between the public and private sector; • explain how businesses are organised at a basic level, including the role of different departments such as 'Finance', 'Human Resources', 'Public Relations', 'Sales and Marketing', 'Research and Development' etc.;

					understand the terms 'profit' and 'loss';
8	3	Drugs: Alcohol, smoking & cannabis	To understand the concept of risk in relation to health choices; to empower learners to take increasing responsibility for their own health	To learn: <ul style="list-style-type: none"> • <input type="checkbox"/> about risk in relation to choices in drug and alcohol use and how to manage the risk and minimise harm; • <input type="checkbox"/> more about the law relating to drug and alcohol use; 	The learners will be able to: <ul style="list-style-type: none"> • <input type="checkbox"/> identify their current understanding of risk in relation to nicotine, cannabis and alcohol use; • <input type="checkbox"/> clarify and explain the law relating to drug and alcohol use; • <input type="checkbox"/> describe or demonstrate strategies for managing and minimising risk to themselves and others in situations involving drugs and alcohol
8	3	Living in the Wider World: Online safety (2) Grooming and sexual abuse Sharing personal information	Learners explore how they and others represent themselves online, and the relationship between online and offline selves.	To learn: <ul style="list-style-type: none"> • <input type="checkbox"/> about the common signs of online grooming • <input type="checkbox"/> more about the law relating to online abuse 	The learners will be able to: <ul style="list-style-type: none"> • <input type="checkbox"/> identify the common traits and behaviours of online groomers • <input type="checkbox"/> clarify and explain the law relating to online abuse

				<ul style="list-style-type: none"> • how to manage and report concerns 	<ul style="list-style-type: none"> • refer to outside agencies and institutions where support can be found
9	1	<p>Health & Wellbeing: Body Image: love the skin you're in</p>	<p>To understand how choices regarding diet and exercise can affect our health; how media images can influence us; and the importance of identifying reliable sources of advice and information about health.</p>	<p>To learn:</p> <ul style="list-style-type: none"> • about body image and how our self-image can be affected by the media; • about choices and influences in healthy eating; • about the concept of 'fitness' and different ways of getting or keeping fit, physically and emotionally; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • explain what is meant by the terms 'self-image' and 'body image'; • explore how they feel about their own body image; • identify the ways that images and role models in the media might influence people; • explain their understanding of the word 'fit'; • identify what they need to know to get, or stay fit; • describe ways in which they currently keep their body and their feelings healthy (including physical exercise); • recognise how others affect this and the aspects of keeping healthy that

					they can take responsibility for;
9	2	Relationships & Sex: Condoms and STIs	To increase knowledge, awareness and skills related to using contraception; negotiating condom use and assessing readiness for sex; to understand the benefits of strong, supportive, equal relationships and the ability to be assertive and resist pressure.	To learn: <ul style="list-style-type: none"> • more about contraception as a way of protecting against STIs and unwanted pregnancy; • how to access and use contraception now or in the future; 	The learners will be able to: <ul style="list-style-type: none"> • explain more about different types of contraception, including but not only the pill and condom; • explain why it is important to use contraception for protection against both STIs and unwanted pregnancy; • identify and explore their sexual health needs and responsibilities and their right to access services;
9	3	British Values Individual liberty	To enable the learners to <ul style="list-style-type: none"> • 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 • Encourage students to develop and demonstrate skills and 	As a school we: <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence • Enable students to distinguish right from wrong and to respect the civil and criminal law of England • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working 	

			<p>attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <ul style="list-style-type: none"> • Ensure that principles are actively promoted 	<p>in the locality in which the school is situated and to society more widely</p> <ul style="list-style-type: none"> • Enable students to acquire a broad general knowledge of and respect for public institutions and services in England • Promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 • Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England 	
9	3	<p>Finance & Career: What do you want to do?</p>	<p>To enable the learners to maximise their chances when applying for education or employment opportunities and to develop their career identity.</p>	<p>To learn :</p> <ul style="list-style-type: none"> • how to research and prepare for particular careers • more about the factors that make someone 'employable'; • about their own 'employability' and how to maximise this; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • Identify careers of interest to them and • <input type="checkbox"/> evaluate the skills and qualities they have that make them employable and • <input type="checkbox"/> identify those that they would like to develop; • <input type="checkbox"/> identify opportunities for learning experiences that will

					increase their skills for employability and enhance their CVs;
9	2	Drugs: Classifications, street names	To understand facts and cultural influence of recreational drug use; to develop strategies to manage peer and other influence around drug use.	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> identify and discuss their current feelings about young people using recreational drugs and whether these have changed in any way in the last year; • <input type="checkbox"/> identify the types of legal and illegal drugs young people might use to change how they feel; • <input type="checkbox"/> classify and identify recreational substances through both their formal and colloquial (street) names 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> identify and discuss their current feelings about young people using alcohol and tobacco and whether these have changed in any way in the last year; • <input type="checkbox"/> identify the types of legal and illegal drugs young people might use to change how they feel; • <input type="checkbox"/> identify and discuss the reasons why young people might choose to smoke cannabis; • <input type="checkbox"/> understand the effect using drugs, including cannabis, could have on their future plans;

9	2	<p>Living in the Wider World: PREVENT: Keeping communities safe - understanding racism and hate crime</p>	<p>To understand that everyone belongs to several different types of community; to identify the factors that contribute to a person's identity; to enable learners to understand the nature of discrimination, how it feels to be discriminated against and their responsibilities towards those who are being discriminated against; to apply this understanding to questions about racism and religious intolerance.</p>	<p>To learn:</p> <ul style="list-style-type: none"> • about racism and religious intolerance and how it can be challenged 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> explain the terms 'racism', 'racial discrimination', 'institutional racism' and 'religious intolerance'; • <input type="checkbox"/> understand the nature of racism and to analyse why some people are racist, or intolerant of certain religions; • <input type="checkbox"/> analyse the effects of racism and religious intolerance on individuals and communities; • <input type="checkbox"/> demonstrate strategies learners could use to challenge racism and religious intolerance in all their forms;
10	1	<p>Health & Wellbeing: Grief Encounter (bereavement)</p>	<p>To explore the effects and impact of bereavement and to develop strategies for coping with these changes.</p>	<p>To learn:</p> <ul style="list-style-type: none"> • about bereavement, the feelings associated with it and support available; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> identify and understand the feelings people experience when somebody they are close to dies;

				<ul style="list-style-type: none"> • <input type="checkbox"/> how to manage the process of bereavement; 	<ul style="list-style-type: none"> • <input type="checkbox"/> recognise that it is normal to feel a range of emotions when someone dies, including guilt and anger; • <input type="checkbox"/> identify and evaluate ways of coping and supporting others in coping with bereavement; • <input type="checkbox"/> access support if they are affected by bereavement; • <input type="checkbox"/> support someone close to them who is affected by bereavement;
10	2	Relationships & Sex: Healthy and unhealthy relationships	To understand the importance of equality in relationships, the features of healthy and unhealthy relationships, that violence in relationships is unacceptable; to understand what support is available for those in unhealthy relationships and how to access that support.	To learn: <ul style="list-style-type: none"> • about healthy and unhealthy relationships; 	The learners will be able to: <ul style="list-style-type: none"> • <input type="checkbox"/> identify and analyse the features of a healthy, equal relationship; • <input type="checkbox"/> recognise relationships that are unhealthy; • <input type="checkbox"/> understand that no one deserves to be in an unhealthy relationship;

					<ul style="list-style-type: none"> • <input type="checkbox"/> understand that violence in relationships is unacceptable;
10	1	<p>British Values</p> <p>The rule of law</p>	<p>To enable the learners to</p> <ul style="list-style-type: none"> • 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 • Encourage students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. • Ensure that principles are actively promoted 	<p>As a school we:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence • Enable students to distinguish right from wrong and to respect the civil and criminal law of England • Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely • Enable students to acquire a broad general knowledge of and respect for public institutions and services in England • Promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 	

				<ul style="list-style-type: none"> • Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England 	
10	8	Finance & Career: Study Skills	To develop the individual's identity as a learner and to improve study and teamwork skills.	<p>To Learn:</p> <ul style="list-style-type: none"> • about the importance of organisation for effective studying; • <input type="checkbox"/> about different learning styles; • <input type="checkbox"/> how to set learning targets through self-review; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> explain how, where, when and what they learn best; • <input type="checkbox"/> demonstrate basic personal organisation and time management skills; • identify their skills and strengths as a learner and preferred learning styles;
10	2	Drugs: alcohol and socialising (Peer pressure)	To understand risk in the context of alcohol use, the effects of and laws relating to alcohol use and to develop strategies for dealing with peer influence.	<p>To learn:</p> <ul style="list-style-type: none"> • about the concept of risk in relation to health; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> assess the risks to them of saying yes to alcohol; • <input type="checkbox"/> understand what the short and long term effects would be on them and on those around them;

					<ul style="list-style-type: none"> • <input type="checkbox"/> recognise what people who care about them would feel, say and do and why; • <input type="checkbox"/> identify and explain how to access sources of help and support when making decisions about alcohol;
10		EXAMS			
11	2	Health & Wellbeing: Coping with exams	To develop strategies to manage stress and access relevant support when necessary.	To learn: <ul style="list-style-type: none"> • about stress, its causes and recognising stressors; 	The learners will be able to <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> explain what is meant by stress and that it is normal and common to everyone; • <input type="checkbox"/> identify the common causes and nature of exam stress and how to recognise stress in themselves; • <input type="checkbox"/> understand that stress can have a positive as well as a negative effect; • <input type="checkbox"/> describe or demonstrate strategies for handling strong emotions in a mature and effective way;

11	2	Relationships & Sex: Parties, consent, substances and decisions	To explore sexual pressure and the way young people might respond to that	To learn: <ul style="list-style-type: none"> • <input type="checkbox"/> about the thoughts and feelings young people have about starting sex and going to get contraception; • <input type="checkbox"/> how to manage the pressures to start having sex; • <input type="checkbox"/> what it means to be 'ready' for sex; 	he learners will be able to: <ul style="list-style-type: none"> • <input type="checkbox"/> empathise with the range of conflicting thoughts and feelings that young people have about starting sex; • <input type="checkbox"/> identify how the social pressures to start having sex may vary for boys and girls; • <input type="checkbox"/> recognise how easy it can be to be pressured into having sex that neither partner really wants; • <input type="checkbox"/> identify and discuss the relevance of social pressure and recreational substance use in the decision making process;
11				EXAMS	
11	2	Finance & Career: Qualifications and work	To support and equip learners to make the best choices for them in 14+ education.	To learn: <ul style="list-style-type: none"> • <input type="checkbox"/> about qualifications and qualification levels; 	The learners will be able to: <ul style="list-style-type: none"> • <input type="checkbox"/> explain the different qualifications that exist and qualification levels;

				<ul style="list-style-type: none"> • <input type="checkbox"/> how to make the best choices for them in the qualifications they choose; 	<ul style="list-style-type: none"> • <input type="checkbox"/> analyse how different qualifications might help them in the future; • <input type="checkbox"/> identify and access the best sources of information on qualifications;
11	2	<p>Drugs: Drugs, alcohol and addiction: The spiral effect</p>	<p>To understand facts about alcohol, progressive drug use; to develop strategies to manage peer and other influence around alcohol, tobacco and drug use.</p>	<p>To learn:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> about 'social norms' regarding young people's actual alcohol, tobacco and drug use and whether reality differs from the media portrayal of young people; • <input type="checkbox"/> how to recognise the spiral effect of substance abuse; 	<ul style="list-style-type: none"> • The learners will be able to: • <input type="checkbox"/> recognise that the majority of young people their age do not drink alcohol, smoke or use drugs regularly; • <input type="checkbox"/> identify and discuss how these 'norms' differ from the view of young people portrayed in the media; • <input type="checkbox"/> recognise how culture / lifestyle may influence the progression of drug use • <input type="checkbox"/> describe how they could support a friend or family member who wanted to stop

					<p>smoking, drinking or using other substances;</p> <ul style="list-style-type: none"> • <input type="checkbox"/> explain what support is available to people who wish to stop smoking, drinking alcohol or using drugs;
11	3	Study Skills	To develop the individual's identity as a learner and to improve study and teamwork skills.	<p>To Learn:</p> <ul style="list-style-type: none"> • about the importance of organisation for effective studying; • <input type="checkbox"/> about different learning styles; • <input type="checkbox"/> how to set learning targets through self-review; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> explain how, where, when and what they learn best; • <input type="checkbox"/> demonstrate basic personal organisation and time management skills; • identify their skills and strengths as a learner and preferred learning styles;

Year Group	Number of PSHE Sessions	Topic	Aim	Objectives	Learning outcomes
Lower Sixth	5	Health & Wellbeing:	To understand the benefits of healthy eating and leading a healthy lifestyle as well as preparing students for preparing meals at University.	<p>To learn:</p> <ul style="list-style-type: none"> • Healthy eating • Benefits of exercise and sleep • Stress management • Mental health awareness and support 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • Explain the benefits of a balanced healthy meal and diet • Explain the benefits of a good exercise • Understand where support can be found for mental health problems
Lower Sixth	6 (Including Elevate sessions completed outside of PSHE Lessons)	Study Skills	To improve study skills and develop independent study techniques.	<p>To Learn:</p> <ul style="list-style-type: none"> • about the importance of organisation for effective studying; • about different learning styles; • how to set learning targets through self-review; 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • explain how, where, when and what they learn best; • demonstrate basic personal organisation and time management skills; • identify their skills and strengths as a learner and preferred learning styles;

Lower Sixth	4	Finance & Career:	To support and equip learners to make the best choices for them in 16+ education.	<p>To learn:</p> <ul style="list-style-type: none"> • Life skills to help cope with university life • Show to manage their finance and student loans 	<p>The learners will be able to:</p> <ul style="list-style-type: none"> • Budget • explain the student loan system • identify where to apply for bursary or scholarships
Lower Sixth	2	British Values	To prepare students for driving	<p>To learn:</p> <ul style="list-style-type: none"> • rules of the road • How to be safe drivers 	<p>The learners will:</p> <ul style="list-style-type: none"> • Understand the importance of road safety and; • Be prepared to start learning how to drive
Lower Sixth	3	Living in the Wider World:	To understand our position in the global environment and raise the awareness of global issues.	<p>To learn:</p> <ul style="list-style-type: none"> • Some of the issues effecting a global world such as overuse of plastic and the effects of global warming 	<p>The learners will:</p> <ul style="list-style-type: none"> • Understand their position in a global community • Identify some of the issues facing the environment and society as a whole

Upper Sixth	1	Relationships & Sex:	To explore sexual pressure and develop previous understanding to pressures on University Students	To learn: <ul style="list-style-type: none"> • about wider issues surrounding sex such as AIDS Awareness ; • About additional pressures on University students – making a cup of tea video • And negate issues such as condom excuses 	The learners will be able to: <ul style="list-style-type: none"> • Empathise with the range of conflicting thoughts and feelings that young people have about starting sex; • Recognise how easy it can be to be pressured into having sex that neither partner really wants;
Upper Sixth	3	British Values:	Focused mainly around the rule of law and the consequences of bad driving.	To learn: <ul style="list-style-type: none"> • How easily mistakes happen and the potential consequences of actions surrounding driving 	The learners will be able to: <ul style="list-style-type: none"> • Empathise with problems that surround decisions involving driving and • Be prepared to avoid making bad decisions when driving that may lead to accidents or problems in the future
Upper Sixth	6	Finance & Career:	To explore and understand financial issues that face University students	To learn: <ul style="list-style-type: none"> • Where to apply for bursaries and scholarships; • More about Halls and alternative arrangements 	The learners will: <ul style="list-style-type: none"> • Understand where to go to apply for scholarships or bursaries; • How to live alone or with other housemates;

				<ul style="list-style-type: none"> • How to budget and deal with student loans • Be prepared to live away from home 	<ul style="list-style-type: none"> • Budget their money
Upper Sixth	1	Health & Wellbeing:	To help develop resilience, deal with criticism and develop understanding of mental health issues.	<p>To learn:</p> <ul style="list-style-type: none"> • Where to look for help on mental health issues; • How to take criticism • How to change a tyre 	<p>The learners will:</p> <ul style="list-style-type: none"> • Know how to change a tyre; • Strengthen their resilience with knowledge on how to deal with criticism and positive/negative feedback