



Gunnersbury Catholic School

Relationships and Sex Education Policy

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Updated Policy

Implemented: July 2022
Review Date: June 2024

Governing Body Committee: Curriculum Committee
Chair of Governors: Andrew Flatt

"Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted.

It encourages all to engage in as broad an interpretation of education as is possible, and one which is in keeping with the motto 'Ad Altiora' - 'To Higher Things.'"

Gunnersbury Catholic School aims to:

1. build a community based on Christian values
2. maximise the potential of the individual within the school in academic, personal, physical, social and spiritual terms
3. produce young men and women who will take their values beyond school to promote a better, more just society

We seek to achieve this by:

1. demonstrating fairness and justice in all school systems
2. promoting relationships based upon respect, tolerance and understanding throughout the school
3. creating a partnership in learning which identifies and develops the talents of each individual
4. learning, living and celebrating our Catholic tradition

IMPLEMENTATION OF THE POLICY

Implementation of the policy will take place after consultation with the Governors in the summer term 2022.

This policy will be reviewed every 2 years by the Head teacher, RSE Co-ordinator, the Governing Body and Staff. The next review date is June 2024.

DISSEMINATION

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

DEFINING RELATIONSHIP AND SEX EDUCATION

The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”¹. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”² This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”³

STATUTORY CURRICULUM REQUIREMENTS

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science. It is also a requirement to teach about HIV, AIDS and sexually transmitted infections.

However, the reasons for our inclusion of RSE go further.

RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’
(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RSE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"⁴ which is compatible with their physical, cognitive, psychological, and spiritual maturity and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence

and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;

⁴ *Gravissimum Educationis* 1

- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church’s teaching on relationships and the nature and meaning of sexual love;
- the Church’s teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

INCLUSION AND ADAPTIVE TEACHING

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils’ different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school’s inclusion policy).

EQUALITIES OBLIGATIONS

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

PROGRAMME

The appendix to this policy provides further information about the RSE programme.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

PARENTS AND CARERS

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parental Right to Withdraw From Sex and Relationships education

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

BALANCED CURRICULUM

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the specific relationships and sex education programme lays with the relevant curriculum staff;

this includes science, religious education, physical education, RSE and PSHE.

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with Gunnersbury Catholic School guidance 'Checklist for External Speakers to Schools'⁵.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National

Curriculum science topics and the setting of RSE within PSHE. (Living Faith)

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

⁵ CES Checklist for External Speakers to Schools, 2016

Living Faith Co-Ordinator

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training, supported by the Designated Safeguarding Lead.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the Gunnersbury's Living faith (PSHE) framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding Policy etc.)

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in Living Faith (PSHE) classes will link to/complement learning in those areas identified in the RSE audit.

CHILDREN'S QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

MONITORING AND EVALUATION

The Living Faith (RSE) Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before

amending the policy. Governors remain ultimately responsible for the policy.



Appendix

Gunnersbury Catholic School PSHE/RSE curriculum

Below are Parent Learning Journey to give an overview of the topics taught to students. Please feel free to contact either Mr. Parker (Assistant Headteacher) or Mr. Stringer (Head of RSE) if you would like any further information.

Year 7 Curriculum Journey

When?	Unit	Knowledge	Assessment
Autumn 1	Transition Unit	<p>This unit is designed to help smooth the transition process from primary to secondary</p> <p>Some of the key learnings are:</p> <ul style="list-style-type: none"> - Dealing with stress - Who in the school you can talk to, if struggling - Making friends - Travelling to and from school safely 	<p>As PSHE/RSE/Living faith is not an exam subject, the assessments run slightly differently.</p> <p>At the end of each term the students are assessed on what they have covered in that term. For example, at the end of the Autumn the students compete a mini assessment on both the 'transition unit' and 'friendship and bullying'.</p> <p>If classes perform poorly on a particularly question, then they will revisit that sub topic in form time.</p>
Autumn 2	Friendship and Bullying	<p>This unit is designed to help students think about what makes a good friendship, as well as what to look out for in a bad one.</p> <p>Some of the key learnings are:</p> <ul style="list-style-type: none"> - What makes a good friend? - Bullying - Cyberbullying 	
Spring 1	Healthy Lifestyles	<p>As the boys approach puberty and their bodies begin to change, it is important to look at how they can lead healthy lifestyles.</p> <p>Some of the key learnings are:</p> <ul style="list-style-type: none"> - Healthy eating and its impacts on both physical and mental health - Exercise. The different types and its benefits - Hygiene - Forming good habits 	
Spring 2	Careers	<p>Whilst it might be too early to have the boys signing up for any jobs or university place, it is important to start thinking about what's out there, what they enjoy and what they are good at.</p> <p>This unit is broken down into 3 main areas:</p> <ul style="list-style-type: none"> - Developing yourself. Here the boys will look at themselves, there 	

		<p>achievements so far and what they are good at (as well as where they could improve).</p> <ul style="list-style-type: none"> - Learning about careers and the world work. Where we give boys a brief look at some different industries. 	
Summer 1	Changes	<p>Building on from healthy life styles, as the boys approach puberty and their bodies begin to change, it is important to look at what is happening to them.</p> <p>Some of the key learnings are:</p> <ul style="list-style-type: none"> - Puberty - Changes they may notice - How to understand and control their moods and needs - Sexting - Emotional changes - Diet - Sleep 	
Summer 2	Smoking and addiction	<p>The boys will now be approaching an age when they are more likely to come into contact with, and be offered, cigarettes, alcohol and drugs.</p> <p>Some of our main learnings during this unit are:</p> <ul style="list-style-type: none"> - What is in cigarettes - The effects smoking has on your body - The effects of alcohol - Addiction - Peer pressure and how to respond 	

Year 8 Curriculum Journey

When?	Unit	Knowledge	Assessment
Autumn 1	Online Safety	<p>This unit is concerned with social media, keeping safe online and how to use the internet safely.</p> <p>Some of the key topics we cover are:</p> <ul style="list-style-type: none"> - What is social media? - What is cyberbullying? - How to stay safe on social media - Who to talk to if you are being harassed 	<p>As PSHE/RSE/Living faith is not an exam subject, the assessments run slightly differently.</p> <p>At the end of each term the students are assessed on what they have covered in that term. For example, at the end of the Autumn the students compete a mini assessment on both the 'online safety' and 'Alcohol and drugs'.</p> <p>If classes perform poorly on a particularly question, then they will revisit that sub topic in form time.</p>
Autumn 2	Alcohol and drugs	<p>The boys will now be approaching an age when they are more likely to come into contact with, and be offered, cigarettes, alcohol and drugs.</p> <p>Some of our main learnings during this unit are:</p> <ul style="list-style-type: none"> - What is in cigarettes - The effects smoking has on your body - The effects of alcohol - What are drugs? Also looking at the effects of marijuana on the brain - Addiction - Peer pressure and how to respond 	
Spring 1	Liberty and freedom	<p>In this unit the boys look at the make up of the country they live in as well as their role within society</p> <p>Some of the key learnings are:</p> <ul style="list-style-type: none"> - British values and what they mean - Liberty, law and how they are linked - Human rights 	
Spring 2	Careers	<p>Building on from the learning in Year 7, the boys grapple with some real decisions and begin to think about what the future might hold.</p> <p>This unit is broken down into 3 main areas:</p>	

		<ul style="list-style-type: none"> - Personal development. - Exploring careers - Developing their employability 	
Summer 1	SRE	<p>It is really important for the boys to start thinking about relationships and 'sex and relationships.</p> <p>In Year 8 we build on Year 7 learning about safe and healthy relationships, looking at what makes a relationship "good".</p> <p>Our two key foci here are consent and sexting</p>	
Summer 2	Financial Planning	<p>We use this unit to help the boys firstly think about where money comes from, and how budgeting is a key role of an adult. Many of the boys will be thinking about picking up paper rounds or even just saving pocket money to buy games or toys.</p> <p>We also explore the ideas of capitalism and socialism as well as the role of the consumer in society.</p>	

Year 9 Curriculum Journey

When?	Unit	Knowledge	Assessment
Autumn 1	Managing Change	<p>This unit is concerned with social media, keeping safe online and how to use the internet safely.</p> <p>Some of the key topics we cover are:</p> <ul style="list-style-type: none"> - What is social media? - What is cyberbullying? - How to stay safe on social media - Who to talk to if you are being harassed 	<p>As PSHE/RSE/Living faith is not an exam subject, the assessments run slightly differently.</p> <p>At the end of each term the students are assessed on what they have covered in that term. For example, at the end of the Autumn the students compete a mini assessment on both the 'managing change' and 'Media.</p> <p>If classes perform poorly on a particularly question, then they will revisit that sub topic in form time.</p>
Autumn 2	Media	<p>This unit is concerned with social media, keeping safe online and how interpret the media we receive.</p> <p>Some of the key topics we cover are:</p> <ul style="list-style-type: none"> - What is social media? - What is mass media? - Why is the media we receive so influential and how should be interpret it? 	
Spring 1	Laws and Justice	<p>In this unit starts out by looking at looking at:</p> <ul style="list-style-type: none"> - Fundamental principles and sources of law - Youth justice system <p>Before applying this to the issue of knife crime.</p>	
Spring 2	Careers	<p>Building on from the learning in Year 7 and 8, the boys grapple with some real decisions and begin to think about what the future might hold.</p> <p>This unit is broken down into 2 main sections:</p> <ul style="list-style-type: none"> - The first part looks at their employability; there strengths, weaknesses, interests and dislikes. 	

		<ul style="list-style-type: none"> - The second part the students look at how to build and write a CV. 	
Summer 1	SRE	<p>It is really important for the boys to start thinking about relationships and 'sex and relationships'.</p> <p>In Year 9 we build on Year 8 learning about safe and healthy relationships, looking at what makes a relationship "good".</p> <p>Our key foci are:</p> <ul style="list-style-type: none"> - Consent - Sexting - Pornography - Safe relationships 	

KS4**Year 10 Curriculum Journey**

When?	Unit	Knowledge	Assessment
Autumn 1	Transition	<p>During the first part of this unit the students look at the transition into KS4 and the pressure of GCSE's, followed by:</p> <ul style="list-style-type: none"> - What a healthy relationship looks like - What good parenting looks like <p>The second half of this half term the students focus on Black History Month; focusing on the themes of diversity, prejudice and justice.</p>	As PSHE/RSE/Living faith is not an exam subject, the assessments run slightly differently.
Autumn 2	Understanding diversity	<p>Building on from BHM the students roll right into the unit for understanding diversity.</p> <p>Where they look at:</p> <ul style="list-style-type: none"> - Understand what is meant by diversity - Understand the different ways that people can be diverse - Initially, race, racism and classism - Understanding discrimination, equality, inequality and disability - Sexuality and sexual orientation 	<p>At the end of each term the students are assessed on what they have covered in that term. For example, at the end of the Autumn the students complete a mini assessment on both the 'Transition' and 'Understanding diversity'.</p> <p>If classes perform poorly on a particularly question, then they will revisit that sub topic in form time.</p>
Spring 1	Society we live in	<p>In this unit students will initially look at what it means to be a citizen, focusing on British Values as well as how our society is made:</p> <ul style="list-style-type: none"> - Democratic processes - Laws - Etc <p>Before moving on to look at what is meant by consumerism and focus on advertisement in the UK. They will examine what it means to be an ethical consumer and also look at business ethics and, finally, they will look at the human cost of consumerism</p>	

Spring 2	Careers	<p>Building on from the learning in KS3 the boys now dive deeper into looking at careers, all in advance of their work experience at the end of Year 10</p> <p>This unit is broken down into 2 main sections:</p> <ul style="list-style-type: none"> - The first part looks at their employability; there strengths, weaknesses, interests and dislikes. - The second part focus' on the work experience opportunities 	
Summer 1	SRE	<p>In Year 10 we build on the KS3 learning about safe and healthy relationships, focusing quite heavily on consent, sexting and sexual harassment, before moving on to spend a double lesson looking at sexual exploitation and grooming</p>	
Summer 2	Making healthy choices	<p>This unit brings together a lot of learning from across KS3.</p> <p>It is key for the boys to gain an understanding that the choices we make around diet, exercise, lifestyle balance as well as our general decision making, can have a huge impact. Making links not only to physical but also mental health implications of poor diet, sleep, etc.</p> <p>We then move on to look at wider decision making (gangs, drugs, smoking, behaviour).</p>	

When?	Unit	Knowledge	Assessment
Autumn 1	Mental health and resilience	<p>As we begin Year 11 it is key for us to look openly and honestly at the stressful year ahead.</p> <p>This first unit is about building a tool kit to help the student cope as the year goes on and they get closer to their GCSE's.</p>	<p>As PSHE/RSE/Living faith is not an exam subject, the assessments run slightly differently.</p> <p>At the end of each term the students are assessed on what they have covered in that term. For example, at the end of the Autumn the students complete a mini assessment on both the 'Mental health and resilience' and ' Staying safe'.</p> <p>If classes perform poorly on a particularly question, then they will revisit that sub topic in form time.</p>
Autumn 2	Staying safe	<p>This unit can be seen as a continuation of the last unit in Year 10, except it is focused on making smart decisions concerning drugs and alcohol.</p> <p>Students will look at:</p> <ul style="list-style-type: none"> - the risks surrounding recreational drugs and alcohol - How to manage influence relating to tobacco and nicotine product use - The influences on them and where they can seek help and support. 	
Spring 1	Online safety	<p>Whilst this unit is essentially building on previous unit about staying safe online, including</p> <ul style="list-style-type: none"> - Social media and their online presence - The dangers and addictive nature of social media - Understanding what grooming is and to understand how to recognise and respond to unwanted attention both on and off line. <p>We also build in a large component of self-evaluation on the importance of maintaining a positive online reputation in relation to employment and work</p>	

Spring 2	Careers	<p>Building on from the learning in Year 10 the boys now dive deeper into looking at careers, all in the light of their Year 10 work experience from the year before.</p> <p>There is a big focus here to look at what potential careers are out there for them, framing this through the context of looking at A level options</p>	
Summer 1	SRE	<p>In Year 11 we build on the KS3/Year 10 learning about safe and healthy relationships, focusing quite heavily on consent, sexting and sexual harassment.</p>	

KS5**Year 12 and 13 Curriculum Journey**

When?	Unit	Knowledge	Assessment
Autumn 1	Transition	<p>During the first part of this unit the students look at the transition into KS5 and the pressure of a-Levels, followed by:</p> <ul style="list-style-type: none"> - What a healthy relationship looks like - Consent / sexual harassment <p>The Year 13 students don't spend as much time on the transition and instead engage in a lot more discussion about what constitute sexual harassment and how to be safe and sensible going to university/wider world.</p> <p>The second half of this half term the students focus on Black History Month; focusing on the themes of diversity, prejudice and justice.</p>	<p>As PSHE/RSE/Living faith is not an exam subject, the assessments run slightly differently.</p> <p>At the end of each term the students are assessed on what they have covered in that term. For example, at the end of the Autumn the students complete a mini assessment on both the 'Transition' and 'Understanding diversity'.</p> <p>If classes perform poorly on a particularly question, then they will revisit that sub topic in form time.</p>
Autumn 2	Financial Planning	<p>This unit works across the two year groups as six mini units.</p> <p>Y12:</p> <ul style="list-style-type: none"> - Saving - Budgeting - Risk, reward, security and fraud <p>Y13:</p> <ul style="list-style-type: none"> - Keeping money safe - Budgeting - Only scams <p>Again, as students are leaving school and will all soon have more money (jobs or student loans) than they have had before, this unit is essential.</p>	
Spring 1	Media	<p>In Year 12 students will look at:</p> <ul style="list-style-type: none"> - Social media - Media and its influences 	

		Whereas Year 13 will look deeper at some of the issues around the media we get online and discuss why we need to be more critical	
Spring 2	Careers	Building on from the learning in KS4 the students now dive deeper into looking at careers as well as choices. Whether in Year 12 or 13, students are thinking about their next steps; be that university, college, apprenticeships or work. This unit is devised to suit the year group they are in and help answer the questions they need to know as they approach the end of their time in school.	
Summer 1	Making smart choices	<p>In both 12 and 13 the students look at what it means to make “smart choices” as they approach the end of their time at school.</p> <p>Some of the key topics they will cover are:</p> <ul style="list-style-type: none"> - Your digital footprint. Digging into how what you post online might affect you late on in life (getting a job for example) - Taking the time to gain experience where you can. We spend time exploring things like volunteering opportunities and work experience, as well as online courses, Ted talks and free courses. - We look again at alcohol, drugs, and smoking. - We also touch again on gangs and crime. 	
Summer 2	Radicalisation (Year 12 only)	<p>As the Year 13’s have left by this point, the Year 12’s are the only ones to partake in this unit. Across a fortnight the students look at both British Values – focusing particularly on the roles of rule of law and tolerance – before moving to look at radicalisation.</p> <p>The topic of radicalisation centres on a “Pathways” documentary which looks at a</p>	

		young Muslim boy being radicalised as well as a young white boy being radicalised into a far right group. It explores not only the radicalisers but also what might have led those boys to be susceptible.	
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