Carre's Grammar School
A Robert Carre Trust School

Relationships and Sex Education (RSE) and Health Education Policy

Contents

1   Introduction

1.1   Carre's Grammar School believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving students information to make well-informed, positive choices about their own health and wellbeing. The school recognises that physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa.

1.2   The school has a responsibility under the Equality Act 2010 to ensure the best for all students irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE and Health Education will be sensitive to the different needs of individual students and may need to adapt and change over time to reflect the needs of the particular cohort. The school may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

1.3   The school is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The school believes that its students deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

1.4   All teaching will be sensitive and age appropriate in approach and content. At the point at which the school considers it appropriate to teach students about lesbian, gay, bisexual and transgender (LGBT), the school will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The school will encourage wider student awareness of LGBT.

1.5   This policy has been developed in consultation with parents, students, and staff to ensure that it meets the needs of the whole school community. Parents were informed in September 2022 of the our new Personal Development Curriculum framework and were invited to share their views and opinions on both the programme design and delivery.

2   Aims and Objectives

2.1   Through the delivery of high quality, evidence-based and age-appropriate RSE and Health Education, the school aims to help prepare students for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure students know how and when to ask for help and where to access support. By the end of their education the school hopes students will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

2.2   RSE and Health Education are intended to help students to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

3   Definition of Relationships and Sex Education (RSE)

3.1   RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives students the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

3.2   **RSE does not encourage early sexual experimentation**. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

3.3   RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4   Roles and Responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

4.1   **Local Governance Tier**

Local Governors will review and monitor the application and implementation of this policy by receiving regular reports from the Headteacher.

4.2   **The Headteacher**

The Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will

ensure that teaching is age-appropriate, delivered in ways that are accessible to all students with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for students and will work with the Personal Development Coordinator to manage parental requests for withdrawal of students from non-statutory, non-science components of RSE and Health Education.

4.3 **The Personal Development Coordinator**

The RSE and Health Education programme will be led by the Personal Development Coordinator who will be responsible for creating and providing the schemes of work and resources for each year group as well as providing training and support for form tutors and teaching staff throughout the year.

4.4 **Staff**

Teachers of RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to the Personal Development Coordinator or Deputy Headteacher who will provide additional support as required.

4.5 **Parents**

The school hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The school hopes parents will create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support from the school where they feel it is needed.

4.6 **Students**

Students are expected to take RSE and Health Education seriously. Students are expected to listen, be considerate of other students' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Students who fail to follow these standards of behaviour will be dealt with under the school's behaviour policy.

5 Delivery of RSE and Health Education

5.1 RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the students in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our students to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain

social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

5.2 RSE will be taught within Key Stage 3 and 4 Personal Development lessons as well as within the Key Stage 3, 4 and 5 Personal Development tutor programmes. Biological aspects of RSE are taught within the science curriculum and other aspects are included within Ethics and Philosophy lessons. The Personal Development Coordinator will ensure that all resources used in the delivery of RSE and Health Education are appropriate for the age and needs of their students. Our curriculum overview and tutor time programme are included in the Annexes of this policy.

6 RSE: Curriculum and Outcomes

6.1 By the end of their secondary education the school expects students to know the information set out at Annex 2.

7 Health Education: Physical health and mental well-being

7.1 The school wishes to promote students' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The school believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

7.2 By the end of their secondary education the school expects students to know the information set out at Annex 4.

8 Students with special educational needs and/or disabilities

8.1 The school will endeavour to ensure that RSE, and Health Education is accessible for all students. We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE and Health Education may be particularly important for such students, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of students at different developmental stages.

8.2 Staff will make reasonable adjustments to alleviate disadvantage faced by students with disabilities and will be mindful of the SEND Code of Practice and the school's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all students have access to the same information.

9 Right to request withdrawal from sex education

9.1 The school hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

9.2 Parents have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.

9.3   Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under the science curriculum.

9.4   Any parent wishing to withdraw their child from sex education should put their request in writing and send it to their son's Head of Year and the Personal Development Coordinator who will consider and discuss such requests. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

9.5   If a student is excused from sex education the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

10   Confidentiality and Child Protection

10.1   The school hopes to provide a safe and supportive community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that students understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the school's Child Protection and Safeguarding procedures.

10.2   If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
- encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible;
- decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

10.3   Students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11   Equal opportunities

11.1   The school has a commitment to ensure that RSE and Health Education is relevant to all students and is taught in a way that is age and stage appropriate. Students are encouraged to openly and freely discuss diversity of personal, social and sexual

preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the school's behaviour policy.

12   Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or The Headteacher in accordance with the school's complaints policy.

Approved by the Carre's Grammar School Local Governance Tier on 15 December 2023

Next Review Due: December 2024 (Annual)

Annex 1   RSE Secondary stage curriculum and outcomes

Families	- that there are different types of committed, stable relationships - how these relationships might contribute to human happiness and their importance for bringing up children - what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony - why marriage is an important relationship choice for many couples and why it must be freely entered into - the characteristics and legal status of other types of long-term relationships - the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting - how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	- the characteristics of positive and healthy friendships, in all contexts including online, such as: - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict - reconciliation and ending relationships, this includes different (non-sexual) types of relationship - practical steps they can take in a range of different contexts to improve or support respectful relationships - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice) - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control - what constitutes sexual harassment and sexual violence and why these are always unacceptable - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online - about online risks, including that any material someone provides to another has the potential to be shared online, "sexting", and the difficulty of removing potentially compromising material placed online

	- not to provide material to others that they would not want shared further and not to share personal material which is sent to them - what to do and where to get support to report material or manage issues online - the impact of viewing harmful content - that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners - that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail - how information and data is generated, collected, shared and used online
Being safe	- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships - how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online
Intimate and sexual relationships, including sexual health	- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship - that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing - the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause - that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others - that they have a choice to delay sex or to enjoy intimacy without sex - the facts about the full range of contraceptive choices, efficacy and options available - the facts around pregnancy including miscarriage - that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) - how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing - about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment - how the use of alcohol and drugs can lead to risky sexual behaviour - how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

The National Curriculum for Science covers:

Key Stage 3

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

- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Key stage 4

- hormones in human reproduction, hormonal and non-hormonal methods of contraception,

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs), and

- genes and sex determination in humans.

Annex 2 Health Education Secondary stage curriculum and outcomes

Mental wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health • about the science relating to blood, organ and stem cell donation
Healthy eating	• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Drugs, alcohol and tobacco	• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • the physical and psychological consequences of addiction, including alcohol dependency • awareness of the dangers of drugs which are prescribed but still present serious health risks

	• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • (late secondary) the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	• basic treatment for common injuries • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed
Changing adolescent body	• key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health

		Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year 7	CURRICULUM	**Health and Wellbeing** Starting at secondary school Friendships and managing change	**Living in the Wider World** Teamwork and managing conflicts Learning from mistakes	**Health and Wellbeing** Talking about feelings Respect Peer influence	**Relationships** Bullying or banter Identity and difference Stereotypes	**Relationships** Impacts of prejudice and discrimination Social and emotional changes during puberty	**Living in the Wider World** Personal safety and first aid
	CURRICULUM CAROUSEL *These modules are delivered on a carousel rotation.*	**Health and Wellbeing** Fit and active Food choices Personal hygiene and oral health	**Living In the Wider World** This is my story This is me today Looking ahead The power of stereotypes	**Health and Wellbeing** Mental health and stigma Feeling low and boosting your mood Managing disappointment and developing resilience	**Relationships** Families Family Disputes Bereavement and Loss		**Living in the Wider World** Your Online Personality Social Media Online Bullying
Year 8	CURRICULUM	**Health and Wellbeing** Caffeine and energy drinks Tobacco and vaping Alcohol Gangs and county lines	**Living in the Wider World** Grooming and online safety Extremism and radicalisation Gambling	**Relationships** Gender identity and gender-based discrimination Homophobia and biphobia Racism and religious discrimination	**Health and Wellbeing** Taking responsibility for my health Body image and body shaming The importance of sleep	**Relationships** Relationship feelings Perceptions/expectations in a romantic relationship	**Relationships** Consent and the law Positive online relationships Sexting and nude image sharing (inc revenge porn)
Year 9	**CURRICULUM CAROUSEL** *These modules are delivered on a carousel rotation.*	**Health and Wellbeing** Stress, anxiety and depression Unhealthy strategies, warning signs and triggers Developing Self-Esteem Bullying and Mental Health	**Living in the Wider World** GCSE options preparation	**Relationships** Managing peer approval Family diversity Sex and consent Pornography	**Living in The Wider World** Making decisions Influences on choice Choosing subjects Getting help Preparing for KS4		**Living in the Wider World** Media influence Substances and the media Different online behaviour Respectful online relationships
Year 10	CURRICULUM	**Relationships** The Equality Act Values and beliefs Valuing diversity	**Relationships** Understanding and preventing extremism Radicalisation Sexual readiness Paths to parenthood	**Relationships** Marriage partnership and rights Relationship loss and change Gender diversity	**Relationships** Relationship abuse, coercion and exploitation Impact of the media Role models and influence	**Health and Wellbeing** Recreational drug use and the law Substances and communities Gangs and county lines	**Health and Wellbeing** Healthy strategies to promote emotional wellbeing Recognising signs of mental and emotional ill health
Year 11	CURRICULUM	**Health and Wellbeing** Preparing for change Common mental health concerns	**Living in the Wider World** Dark web, harmful content and pornography Managing online profile	**Relationships** Values and beliefs Understanding and preventing extremism	**Health and Wellbeing** Drugs Alcohol	**Relationships** Sex – The law, rights and responsibilities Safer sex	

Date -Week beginning	Year 7	Year 8	Year 9	Year 10	Year 11
12th Sept	What is Personal Development?	What is Personal Development?	What is Personal Development?	What is Personal Development?	What is Personal Development?
19th Sept	Current Events	Current Events	Current Events	Current Events	Current Events
26th Sept	Healthy Living	Bullying	Advertising Influence	Race Commission	Race Commission
3rd Oct	Fake News	What are British Values?	Domestic Abuse	What are British Values?	Positive Role Models
10th Oct	Positivity	Prescription Drugs	Divorce	Testicular Cancer	Sexual Pressure
17th Oct	What are British Values?	Healthy Eating	What are British Values?	Coercive Control	What are British Values?
HALF TERM					
31st Oct	Movember	Movember	Movember	Movember	Movember
7th Nov	Social Media Kindness Day	Social Media Kindness Day	Social Media Kindness Day	Social Media Kindness Day	Social Media Kindness Day
14th Nov	Cyberbullying	Anxiety	British Values - Individual Liberty	British Values - Individual Liberty	Body Shaming
21st Nov	Safety Online	British Values – Mutual Respect	Sustainability	Rights in the Workplace	Plastic Pollution
28th Nov	Extremism	Right Wing Extremism	LGBTQAI+ Community	Sexism	Adoption & Fostering
5th Dec	British Values - Democracy	Nitrous Oxide	Blood Donation	Suicide	British Values - Democracy
12th Dec	What have we learnt?	What have we learnt?	What have we learnt?	What have we learnt?	What have we learnt?
CHRISTMAS					
2nd Jan	Facing Challenges	Perseverance	British Values – Mutual Respect	Memory	Right wing radicalisation
9th Jan	Sleep	Self-confidence	Knife Crime	Anti-Social Behaviour	British Values - Tolerance
16th Jan	British Citizens	Homelessness	Young Offenders	British Values - Democracy	Multiculturalism
23rd Jan	British Values – Rule of Law	Holocaust Memorial Day	Holocaust Memorial Day	Holocaust Memorial Day	Holocaust Memorial Day
30th Jan	Online Stress	British Values – Rule of Law	Exam Stress	Time Management	British Values – Mutual Respect
6th Feb	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day
HALF TERM					
20th Feb	British Values – Mutual Respect	Communication Skills	UNICEF	British Values – Mutual Respect	County Lines
27th Feb	Self-Esteem	Tax	British Values - Tolerance	Money Laundering	Gambling Addiction
6th March	Women's Day	Women's Rights	Perseverance	Harassment	British Values - Individual Liberty
13th March	Character Education	Finance	Avoiding Debt	Revision Skills	Sex in the Media
20th March	Racism	British Values - Democracy	Extremism – Prevent	Binge Drinking	Relationship Types
27th March	What have we learnt?	What have we learnt?	What have we learnt?	What have we learnt?	What have we learnt?
EASTER					
17th April	British Values - Individual Liberty	LGBTQAI+ History	Acid Attacks	Drugs - Amyl Nitrate	Relationship Break-Up
24th April	Religious Festivals	Alcohol Awareness	Foreign Aid	Marriage	Drugs – Ketamine
1st May	Families	Charity Volunteering	Drugs – Cannabis etc.	Conflict Management	British Values – Rule of Law
8th May	Budgeting	British Values - Tolerance	Payday Loans	Tattoos	CPR Revisited
15th May	Keeping Safe	Cancer Awareness	Vaccinations	STEM Industries	Growing Up
22nd May	Ethical Shopping	Body Positivity	Human Rights	British Values – Rule of Law	EXAMS
HALF TERM					
5th June	Mindfulness	Meditation	British Values – Rule of Law	Eating disorders	
12th June	Immigration	Passive Smoking	HIV & AIDS	County Lines	
19th June	Brexit Britain	Seeking Asylum	Self-Harm	British Values - Tolerance	
26th June	British Values - Tolerance	British Values - Individual Liberty	British Values – Democracy	Terrorism	
3rd July	Discrimination	Religious Tolerance	Human Trafficking	Modern Day Slavery	
10th July	Body Image	Disability Prejudice	Sexual Harassment	Mental Illness- Bipolar	
17th July	End of year review	End of year review	End of year review	End of year review	

		Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Sixth Form	TUTOR TIME CYCLE 1	*Living in the Wider World* *What is your dream job?* *What does success mean to you?* *Remember to dream.* *Work towards plan A* *How to choose your life's path* *Who do you want to be?*	*Health and Wellbeing* *Introduction to resourcefulness* *Secrets to resilience* *What is resilience?* *Stop making excuses* *Who am I going to be?* *Getting stuck in the negatives.*	*Relationships* *We are all different* *Introduction to equality* *Who am I?* *Debate around equality* *What makes us different?* *Access ain't inclusion*	*Living in the Wider World* *How to live with integrity* *Why respect is good for future prospects* *Respect – pay it forward* *Traits of people with integrity* *The illusion of rudeness*	*Relationships* *The power of relationships* *My own wellbeing* *The beach ball* *Grow your jam jar* *How to be a relationship ninja*	*Living in the Wider World* *You don't know what you don't know* *How many hellos* *Will you dare* *Assumptions and influences* *What drives you* *Careers quiz*
	TUTOR TIME CYCLE 2	*Living in the Wider World* *Alcohol and decision making* *Travel safety* *Drink spiking* *Festival safety* *Substance misuse and safety* *Suicide prevention*	*Health and Wellbeing* *Sexual health and STI's* *Contraception and choices* *Healthy eating on a budget* *Unplanned pregnancy* *Body Image* *Keeping physically healthy while studying*	*Relationships* *Manging my online profile* *Managing strong emotions* *Maintaining online relationships* *Being a resilient student* *De-escalating aggressive social situations* *Prioritising mental health*	*Living in the Wider World* *Managing contracts and debt* *Payslips and salaries* *Taxes* *Savings* *Renting and Mortgages* *Being in financial debt*	*Relationships* *Evaluating attitudes to sexual assault* *Managing changes in relationships* *Communication in relationships* *Challenging work relationships* *The law, rights and responsibilities in sexual relationships* *Online dating*	