

SEX AND RELATIONSHIP EDUCATION POLICY

THIS POLICY LINKS WITH:

- **ANTI BULLYING POLICY**
- **EQUAL OPPORTUNITIES POLICY**
- **E SAFETY POLICY**
- **PSHE AUDIT**

Date of Latest Review:	July 2013
Next Review Date:	July 2016
Policy Available for Staff at:	Learning Gateway
Policy Available for Parents at:	Learning Gateway
Headteacher:	Ms M Roberts

INTRODUCTION AND BACKGROUND

The Governors of St Joseph's College wish to affirm the importance of education for personal relationships, sex education and health education within the curriculum and ethos of the College. The majority of pupils are Catholic and as a Catholic school we base everything that we do on Catholic values and teaching.

Sex and Relationship Education is an integral part of the curriculum for all students in Years 7 to 13 and takes place within the theological, spiritual and moral context of the Roman Catholic tradition.

This policy takes into account the Catholic Education Service "Education in Sexuality", The New Catechism of the Catholic Church, the Catholic Education Service "Education for Love", the Birmingham Diocese "All That I Am" and the government recommendations made by the SRE review group. In short, we believe that:

"...Children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities...they should receive a positive and prudent education in matters relating to sex...and young people have the right to be stimulated to make sound moral judgements based upon well informed conscience and put them into practice with a sense of personal commitment..."

Gravissimum Education (Para. 3), Second Vatican Council

Requirements of the 1993 Education Act and Directives from the Bishops Conference

The 1988 Education Reform Act states that school should provide a curriculum which promotes *"the spiritual, moral, cultural, mental and physical development of pupils, and of society, and prepares such pupils for the opportunities, responsibilities and experiences of adult life."*

Sex education is an integral part of the growth and development of pupils and cannot be neglected if the school is to fulfil its statutory obligation.

Circular 0116/2000 from the department for education makes specific requirements of schools. All Catholic maintained secondary schools are required to make provision for sex education for all pupils registered at the school. Sex education must include education about HIV and AIDS, and other sexually transmitted diseases.

The legislation makes note that voluntary aided schools will take a particular religious perspective.

(Circular 0116/2000, paragraph 1.7)

1. The Role and Responsibility of Parents

Parents are the first and most important educators of their children in terms of faith and secular matters and this is particularly so in the often sensitive areas of sex and health education. The College sees its role as being supportive to parents, by providing an educational and community environment where young people can grow and mature.

Parents should be informed and consulted about the relevant programmes and schemes of work that will be used in the College. A parental request to withdraw their child from a particular series of lessons should be handled sensitively and in every instance referred to the Headteacher.

2. Vision of Humanity

Our programmes and schemes of work are based on a vision of humanity found in scripture and the teaching of the church.

All human beings are made in the image and likeness of God (Genesis 1:26).

"God is love and in himself a mystery of personal loving communion. Creating the human race in his own image... God inscribed the humanity of man and woman the vocation, and thus the capacity and responsibility, of love and communion".
Catechism of the Catholic Church (Para. 2331-2364)

We are an expression of God's love and are in turn called to return that love. This finds expression in our love of God and our fellow human beings. Sexuality, which is a gift from God, is an integral part of our nature, to be cherished and nurtured.

We express our sexuality in many ways which are in part dependent on whether we are married or single.

"In marriage, the mutual love of husband and wife becomes an image of the absolute and unfailing love with which God loves man".
New Catechism Par 1604

"Marriage is the sacrament in which baptised men and women vow to belong to each other in a permanent, exclusive, sexual partnership of loving mutual care, concern and shared responsibility, in the hope of having children and bring up a family".

The governors require that the vision of life and humanity found in the teaching of the Church finds full expression in the life of the college and that the educational programmes and schemes of work conform to the teaching of the church. It is important that any learning materials and resources are carefully screened and that all outside speakers are sympathetic and understanding of the aims of the College.

AIMS

Through the sex and relationship education programme we aim to:

- * Give students accurate and relevant factual information regarding their own and other's sexuality.
- * Enable students to develop an understanding of the emotional, moral, spiritual, social and personal aspects of human sexuality.
- * Enable the students to understand and appreciate the fundamental Christian values of the sacredness of life and of their own worth made in the image and likeness of God.
- * Encourage students to develop a positive attitude towards sexuality as a God-given gift and a respect for their bodies and those of others.
- * Encourage personal responsibility in relationships.
- * Educate students about their legal rights and responsibilities with

regard to sexuality.

- * Develop students' ability to make informed and responsible decisions.
- * Enable students to develop a knowledge and understanding of the Church's teachings on sexuality, marriage and family life.
- * Offer students an opportunity to explore their views and those of others.

DELIVERY OF SEX EDUCATION PROGRAMME

Core

Core Sex and Relationship education is taught throughout the school as part of the 'Personal Wellbeing' strand of PSHE. This is taught in a cross curricular manner. The PSHE audit is included as an appendix.

As a Catholic School we follow the national Bishop's Curriculum Directory guidance for RE and Sex and relationship education. This guidance clearly states that all Sex and Relationship education must be underpinned by the teachings of the Roman Catholic Church. Years 7-13 are considered and the guidance encompasses the personal, moral, social and spiritual dimension of relationships and supports students in their exploration of the world, life and the future in a holistic way.

Enrichment in the Curriculum

Sex and relationship education is regularly enriched in RE/RS lessons. There are various units of study in which sex and relationships are explored within a Catholic context.

In KS3 all students consider the value of their being as God-given and consider the ways that un-healthy relationships with others can impact.

The GCSE course (Edexcel Unit 3) is filled with material related to Marriage and The family and Matters of Life and Death. Students are given a great amount of time to understand the Catholic views on these matters and to consider their own responses.

In KS5 RS students have the opportunity to look at sexual ethics and some elect to look at issues of infertility and the Catholic response to this medical issue. All students in Year 13 also have access to a speaker from LIFE who comes to share Catholic Christian attitudes and values towards ones relationship with the self and intimate relationships.

Outside Speakers/Agencies

All outside speakers and agencies will be made contact with before coming in to school, to ensure that both parties are clear about exactly what is to be delivered. An initial meeting will take place between the speaker and the school. This works well as everybody is clear about what can and can't be taught. The school has a good relationship with outside agencies and works in partnership with our school nursing service and PCSOs.

When working with visiting speakers we have a responsibility to ensure that both the content and practice accord with school policy. It is important that:

- * the session should be planned in discussion with the Head of Department, the Deputy Headteacher and the Head of RE, where appropriate.
- * a clear brief should be given to the speaker, with a copy of the School's Mission Statement and appropriate policies, along with information about the target group and curriculum context.
- * follow up and evaluation of the input with students should be planned at the time of booking.
- * a member of staff should be present at the initial talk (usually the class teacher or tutor)
- * to monitor the appropriateness of the content and support the visitor by ensuring management of student behaviour and continuity of the programme.
- * any leaflets or other materials to be given out to students or used in the classroom should be seen by an appropriate member of staff before being distributed

The right to withdraw

Parents have the right to withdraw their children from Sex and Relationship Education although we do believe it is an essential entitlement of all students in their development and personal wellbeing where they will gain the skills and knowledge needed to sustain happy, lifelong, healthy relationships and learn about how to create a loving environment for children to be raised in.

All staff have a role in the implementation of the Policy and must be aware of the implications of this document. The programme takes into account the age and needs of the students at each key stage and includes

- * Physical aspects
- * Emotional aspects
- * Spiritual aspects
- * Moral aspects
- * Legal aspects

within a climate which enables students to explore and reflect on complex issues and to appreciate the compassion of Christ.

Further details of the programme are available from the Head of RE. In delivering a Sex and Relationship education programme we work in partnership with parents in guiding and supporting the development of the young people entrusted to us.

St Joseph's College KS3 & KS4 PSHEE Audit June 2013

1.1 Personal Identities – Pupils should be able to:	Subject Links (Year + Scheme)	Method of Delivery
a: understand that identity is affected by a range of factors, including a positive sense of self	<p>Year 8 PSHE curriculum day</p> <p>Year 10 PSHE curriculum day</p> <p>English Year 7 Autobiography</p> <p>RE Year 8 – Term2 : The opportunity to reach your potential</p> <p>Tutor programme 7/8/9 opportunities to talk about themselves</p>	<p>Theatre workshop / outside agency speakers</p> <p>Outside agency speakers</p> <p>Written / discussion / role play</p> <p>Self reflection of strengths</p> <p>Tutor time</p>
b: recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem.	<p>Year 8 PSHE curriculum day</p> <p>Year 10 PSHE curriculum day</p> <p>Yr 10 Enterprise</p>	<p>Theatre workshop / outside agency speakers</p> <p>Outside agency speakers</p> <p>Various practical activities</p>
c: understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment	<p>Year 8 PSHE curriculum day</p> <p>Year 10 PSHE curriculum day</p> <p>P. Arts Across Key Stages: Stagecraft and Communication</p>	<p>Theatre workshop / outside agency speakers</p> <p>Outside agency speakers</p> <p>Written assignment</p>

	Eco-Schools Across Key Stages – Healthy Living Y10 Tutor programme	Meetings / Practical activities Real Life Debate
1.2 Healthy Lifestyles – pupils should be able to:		
a: recognise that healthy lifestyles, and the well being of self and others, depend on information and making responsible choices	Science/Biology Year 7 – Term 2+3 Name/Location/Function of reproductive structures, stages of menstrual cycle	Discussion/Written Work
b: understand that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened	Science/Biology Year 8 / 9– Term 1/3 Good sources of nutrients and a good balanced diet. Microbes cause disease – how to avoid infection, how to deal with disease outbreaks – Immunisation.	Discussion/Role Play/Written Work + Posters
c: deal with growth and change as normal parts of growing up	Biology Year 9 – Term 1 Exercising/Smoking/Drugs / Eating Disorders	Discussion/Written Work/Posters
	Geography Year 9	Discussion/Written Work/Video
	History Year 9 – Term 2 Home Front/Rationing in WWII +The Black Death – Year 8	Discussion/TV/Written Work
	French Year 8 Leisure activities as part of a healthy lifestyle	
	DT (Food) Nutrition/Eatwell Plate: Importance of/Different types of cooking	Producing healthy meals
	PE Across Key Stage Respect for body – Anti Drugs/Alcohol / Importance of physical exercise and the difference between health and fitness.	Discussion / Written Work
	PE - Year 7 – Girls Menstruation	Discussion / Physical Exercise
	RE - Year 8 – Term 1 Physical/Emotional changes, puberty, self	

	<p>image + adolescence, self image + adolescence</p> <p>RE - Year 9 – Term 2 personal reflection.</p> <p>English – Textual analysis of characters/ themes and issues</p> <p>Maths - Yr 8 – ‘Healthy Eating’ – Proportion of fat / sugar in foods.</p> <p>Year 8 PSHE curriculum day</p> <p>Year 10 PSHE curriculum day</p> <p>KS3 Tutor Programme</p> <p>Y11 Tutor programme</p> <p>KS3 Tutor Programme</p>	<p>meditation</p> <p>Reading – Lord of the Flies, Witch Child- Work associated – write text</p> <p>Discussion / Written work</p> <p>Theatre workshop / outside agency speakers</p> <p>Outside agency speakers</p> <p>Science and nature quiz</p>
1.3 Risk - Pupils should be able to:		
a: understand risk in both positive and negative terms and understand that individuals need to manage risk to themselves and others in a range of situations	<p>Science/Biology Year 9 – Term 1 Smoking/Drugs affecting health</p> <p>History Year 9 – Term 3 1960’s culture – Hippy Generation</p> <p>French / Spanish Year 10 School Rules – Smoking</p> <p>PE Across Key Stage Drugs + Sport</p> <p>RE Year 9 – Term 1 Alcohol/Drugs – Respect for body - Drugs for and against</p> <p>ICT Year 7 E-Safety Qualification</p> <p>DT Food Yrs 7-11 Risk Assessment</p>	<p>Class work</p> <p>Discussion / ICT</p> <p>Discussion / Written Work</p> <p>Discussion / Role Play</p> <p>Discursive essay writing</p> <p>Discussion / Written work</p> <p>Written / practical classwork</p>

	<p>DT Textiles Yrs 7-9 Risk Assessment in safety in the classroom Yrs 10-11 Health & Safety and Manufacturing issues</p> <p>P. Arts Yr 11 Health & Safety and Risk Assessment</p> <p>Year 8 PSHE curriculum day</p> <p>Year 8 Decipher Assist – Anti Smoking Training</p> <p>Year 10 PSHE curriculum day</p> <p>Year 7 Ghost Street – Road Safety</p> <p>Yr 10 Enterprise Financial Risk</p> <p>Citizenship Yrs 8-10 Young People and the Law Yrs 10-11 Legal and Human Rights</p>	<p>Written / practical classwork</p> <p>Written assignment</p> <p>Theatre workshop / outside agency speakers Local Authority & NHS</p> <p>Outside agency speakers</p> <p>Outside agency speaker / video / group work Enterprise activities</p> <p>Discussion</p>
b: appreciate that pressure can be used positively and negatively to influence others in situations involving risk	<p>Year 8 PSHE curriculum day</p> <p>Year 8 Decipher Assist Programme</p> <p>Year 10 PSHE curriculum day</p>	<p>Theatre workshop / outside agency speakers Targeted student mentors</p> <p>Outside agency speakers</p>
c: develop the confidence to try new ideas and face challenges safely, individually and in groups	<p>Yr 10 Enterprise</p> <p>Art Yr 7 – Mass of welcome KS3 + 4 Art Group</p> <p>DT / Food Across both key stages</p> <p>English KS4 S+L tasks</p>	<p>Enterprise activities</p> <p>Working as a team to produce confident art work</p> <p>Written / discussion work</p> <p>Individual / group assessment</p>

	Y10 Tutor programme	Real Life Debate
1.4 Relationships – Pupils should be able to:		
a: Understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised	<p>RE - Year 8 – Term 1 Family life / Different types of family life Year 9 – Term 3 Marriage/Problems in Marriage Year 8 – Term 2 Alton Castle Retreat</p> <p>Science/Biology Terms 1 + 2 QCA Sow Reproduction</p> <p>English Across Key stages – analysis of relationships in fiction / non fiction and speech analysis</p> <p>Year 8 PSHE curriculum day</p> <p>KS3 Tutor Programme</p> <p>Citizenship Year 8 – Britain is a Diverse Society</p> <p>Year 10 PSHE curriculum day</p>	<p>Discussion / Role Play / Written Work / Posters</p> <p>Discussion / Role Play / Written Work / Posters Written / group / discussion / role play</p> <p>Theatre workshop / outside agency speakers</p> <p>Assemblies and discussion</p> <p>Discussion</p> <p>Outside agency speakers</p>
b: Understand that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important	<p>Citizenship Year 9 – Local Government and public services</p> <p>PE Yrs 7-11 Differing Sports Teams</p> <p>Art Pop Art Sculpture</p> <p>RE Yr 7 – Term 1: The type of person you are should affect the role you take in a group. Year 10 – Community Cohesion unit. Looking at multi faith and multi ethnic societies and our attitudes to them.</p> <p>English Years 10-11 Media unit</p>	<p>Discussion</p> <p>Practical training sessions /matches</p> <p>Team work – sharing and developing ideas Analysis of personality test</p> <p>Drama / role play</p>

	<p>Year 9 – Analysis of rights and responsibilities (TKMB / Crucible)</p> <p>Science Yr 11 App Science – Roles of specific professionals in science careers</p> <p>Year 10 PSHE curriculum day</p> <p>Y10/11 Tutor programme</p>	<p>Written / discussion / drama work</p> <p>Written assignment</p> <p>Outside agency speakers</p> <p>Activity & Debate</p>
c: understand that relationships can cause strong feelings and emotions	<p>Year 8 PSHE curriculum day</p> <p>RE Yr 8 – Term 1: Physical / emotional changes, puberty, self image and adolescence</p> <p>English Years 7-11: Exploration of feelings / emotions in characters and links to the wider world</p> <p>P. Arts KS3 – Negotiation KS4 – Working as a Production Team</p> <p>KS3 Tutor programme</p> <p>Year 10 PSHE curriculum day</p>	<p>Theatre workshop / outside agency speakers</p> <p>Discussion / group work / video</p> <p>Written / discussion / drama work</p> <p>Discussion / performance Written assignment</p> <p>Outside agency speakers</p>
1.5 Diversity – Pupils should be able to:		
a: appreciate that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation	<p>Art – Year 7 – Term 2 Identity Project – Personal Self Portrait</p> <p>History – Year 9 – Term 2 Causes + Nature of The Holocaust Year 8 The Crusades</p> <p>Geography – Year 9 Rich World/Poor World</p> <p>RE - Year 7 – Term 3 World Religions Year 9 – Term 2 Equality/Racism Project Year 9 – term 3 World religions Year 8 Retreat – Alton Castle</p>	<p>Discussion/Designs</p> <p>Discussion/TV/Written Discussion/Written work/Video Discussion/Role Play/Written Work/ Posters</p>

	<p>Year 10 – Community Cohesion unit. Looking at multi faith and multi ethnic societies and our attitudes to them.</p> <p>Span Through Key Stage Cultural Differences English - Year 7, 8, 9 Textual analysis via literature French - Through Key Stage Cultural Differences Biology/ Science Through Key Stage Variation between individuals DT Food Yrs 7-9 – Multicultural cuisine</p> <p>Year 8 PSHE curriculum day</p> <p>Citizenship Yr 7 – Gypsy / Refugee Awareness Yr 8 – Diversity Yr 10 – Racism and Discrimination</p> <p>Year 10 PSHE curriculum day</p> <p>Y10 Tutor programme</p>	<p>Discussion / role play / written / poster work Discussion/Written Work Discussion / Written work / drama Discussion / Written work Practical work Theatre workshop / outside agency speakers Discussion Discussion Discussion</p> <p>Outside agency speakers</p> <p>Real Life Debate</p>
<p>b: understand that all forms of prejudice and discrimination must be challenged at every level in our lives</p>	<p>Year 8 PSHE curriculum day</p> <p>Citizenship Yr 7 – Gypsy / Refugee Awareness Yr 10 Racism and Discrimination</p> <p>RE Year 9 Term 3 World Religions Year 9 Term 2 Equality / Racism project Year 10 – community cohesion unit. Looking at multi faith and multi ethnic societies and our attitudes to them.</p> <p>English Years 10-11 Exploration of prejudice / injustice (TKMB / Crucible)</p>	<p>Theatre workshop / outside agency speakers Discussion Discussion</p> <p>Discussion / role play / written / poster work</p> <p>Written / drama/ discussion work</p>

	Year 10 PSHE curriculum day	Outside agency speakers
	Y10/11 Tutor programme	Activity & Debate
2.1: Critical Reflection - Pupils should be able to:		
a: reflect critically on their own and others' values	Yr 10 Enterprise English Years 7-11: Peer and self-assessment RE Years 10/11 and Yr12 general RE. All pupils encouraged to look at their own views and compare them to those of others.	Ethics verses profit session Written / discussion work Written / discussion work
b: reflect on personal strengths, achievements and areas for development	Art/History/DT Through Key Stage Assessment of their own achievement PE – Through Key Stage, especially Year 9 Regular assessment of performance RE – Year 8 – Term 2 Retreat experience – Alton Castle ICT – Year 7 – Term 1 Multi-media Presentations English – Year 7 Reflect on own achievements Years 10-11 – use of progress grids to record strengths and areas for development Music Reflect on own achievements Science Across Key Stages - Students reflect on performance / assess strengths and weaknesses. P. Arts Year 7 – Introduction to Music Year 10 – Skills Assessment Year 8 PSHE curriculum day	Discussion and written work Discussion Discussion/Group Work Presentation Autobiography Discussion Written records Written / discussion work Written reflection / evaluation Discussion / performance Written work / diary form Theatre workshop / outside agency

	Yr 10 Enterprise Reflection Logs in KS4 Planners	speakers Reflection form
c: recognise how others see them and give and receive feedback	PE – Through Key Stage, especially Year 9 Performance Feedback RE - Year 9 Evaluation Work ICT / DT - All Projects Music - Key Stage 3 Composition + peer evaluation of performance Spanish / French Across Key Stage via speaking/ oral work School Council English Year 7 8 9 - Speeches Geography Year 9 Differences between rich and poor Year 8 PSHE curriculum day Yr 10 Enterprise Citizenship Yr 7 / 8 – How are young people perceived by the media?	Discussion Presentations Presentations / Self / Peer Evaluation Discussion Written Work S & L Assessments & constructive criticism Discussions and written work Theatre workshop / outside agency speakers Board Meetings Discussion
d: identify and use strategies for setting and meeting personal targets in order to increase motivation	Yr 10 Enterprise Art KS3 – Use of the SWAN system DT Textiles Yrs 10-11 Controlled Assessment English KS3 APP grids KS4 Progress Grids P. Arts Target Setting KS3 Tutor programme	Planning and review meetings. Evaluation of artwork / target setting Practical work Written reflection Written reflection Tutor time
e: reflect on feelings and identify positive ways of	RE - Year 8 – Term 1 Family life / Different types of family life	Discussion / Role Play / Written Work

<p>understanding, managing and expressing strong emotions and challenging behaviour</p>	<p>Year 9 – Term 3 Marriage/Problems in marriage Year 8 – Term 2 Alton Castle Retreat Science/Biology Terms 1 + 2 QCA Sow Reproduction</p> <p>English Yrs 7-11 Creative writing exploration of feelings / emotions</p> <p>P. Arts Yrs 10-11 Stop, Pause, Reflect</p> <p>Year 8 PSHE curriculum day</p> <p>Year 8 Decipher Assist – Anti Smoking Training</p> <p>Reflection Logs in KS4 Planners</p>	<p>/ Posters</p> <p>Discussion / Role Play / Written Work / Posters Written / discussion / role play work</p> <p>Written evaluation</p> <p>Theatre workshop / outside agency speakers Local Authority & NHS</p>
<p>f: develop self-awareness by reflecting critically on their behaviour and its impact on others</p>	<p>Year 8 PSHE curriculum day</p> <p>Yr 10 Enterprise</p> <p>Year 10 PSHE curriculum day</p> <p>Eco-Schools Across Key Stages– The impact of our behaviour on the environment</p>	<p>Theatre workshop / outside agency speakers Working with others in team activities</p> <p>Outside agency speakers</p> <p>Meetings / speakers / showcase visits</p>
<p>2.2 Decision-making and Managing Risk -Pupils should be able to:</p>		
<p>a: use knowledge and understanding to make informed choices about safety, health and well being</p>	<p>French Year 10 + 11 Discuss travel environment RE Year 8 Environmental - Resisting peer pressure -Bullying + friendships Year 9 Vocation + term 3 Resisting peer pressure/alcohol/drugs Geography Year 9 Travel + Recreation DT Across Key Stage Safety Rules in the Workshop</p>	<p>Discussion / Written Work / Posters / role play</p>
<p>b: find information and support from a variety of sources</p>		<p>Visiting speaker / Belmont Abbey Trip</p>
<p>c: assess and manage the element of risk in personal choices and situations</p>		<p>Discussion / Written Work / Posters</p>
<p>d: use strategies for resisting unhelpful peer</p>		

influence and pressure	DT Food	Across Key stages – healthy eating	Written / discussion /practical work Practical setting up of equipment – discussion / written work. Discussion / poster work	
e: know when and where to get help	PE	Across Key Stage Sport + the Environment		
f: identify how managing feelings and emotions effectively supports decision making and risk management.	Science	Yr 7 - Safety Rules in the Laboratory KS4 – Safety in the Lab – plus the safety of others		
	Biology	Yr 9 Drugs / Alcohol topic		
	ICT	Year 7 E-Safety Programme		
	P. Arts	Years 10-11 – Health and Safety on Stage		
	Year 8 PSHE curriculum day			Written assignment
	Year 8 Decipher Assist – Anti Smoking Training			Theatre workshop / outside agency speakers Local Authority & NHS
	Yr 10 Enterprise			Enterprise week
	Citizenship	Yr 7 – How do we deal with conflict? Yr 9 – What happens if I break the law?		Discussion Discussion
	Year 10 PSHE curriculum day		Outside agency speakers	
	Y10/11 Tutor programme		Group activities and debates	
2.3: Developing Relationships and Working with Others – Pupils should be able to:				
a: use social skills to build and maintain a range of positive relationships	RE	Year 8 Environmental - Resisting peer pressure -Bullying + friendships	Discussion / Written Work / Posters / role play	
b: use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences		Year 7 The world in my hands day Year 9 Vocation + term 3 Resisting peer pressure/alcohol/drugs		
c: use the social skills of communication, negotiation, assertiveness and collaboration	PE	Across Key Stage - Teams – Group work		
	School Council - Negotiating outcomes		Visiting speaker / Belmont Abbey Trip Discussion / Written Work / Posters Practical sessions	

	<p>Eco-Schools Across Key Stages– Our impact on the environment</p> <p>History Across Key Stage</p> <p>ICT Year 7 – Term 1 Year 8 – Term 2</p> <p>English Year 7 8 9 Yrs 10-11 S+L assessments</p> <p>Geography Across Key Stage Sixth Form</p> <p>Science Across Key Stage 3, yr 9-11 biology</p> <p>PE Across Key Stage</p> <p>Music Across Key Stage</p> <p>Maths Across Key Stage</p> <p>Form Assemblies</p> <p>Year 8 PSHE curriculum day</p> <p>Year 8 Decipher Assist – Anti Smoking Training</p> <p>KS3 Tutor Programme</p> <p>KS3 Retreats: Conway / Castle Rigg / PGL</p> <p>Yr 10 Enterprise</p> <p>Year 10 PSHE Curriculum day</p> <p>Y10/11 Tutor programme</p>	<p>Meetings / speakers / showcase visits</p> <p>Group work / discussion Group / individual / role play</p> <p>Group work</p> <p>Theatre workshop / outside agency speakers Local Authority & NHS</p> <p>Discussion / group work</p> <p>Various Enterprise activities</p> <p>Outside agency speakers</p> <p>Group activity & debates</p>
d: value differences between people and demonstrate empathy and a willingness to learn	<p>Art – Year 7 – Term 2 Identity Project – Personal Self Portrait</p> <p>History – Year 7 – Term 2 Norman Conquest /Ethnic Settlement</p>	<p>Discussion/Designs</p> <p>Discussion/TV/Written</p>

about people different from themselves	Year 7 – Term 3 The Crusades/Religious + Racial warfare	Discussion/Written work/Video Discussion/Role Play/Written Work/ Posters
e: challenge prejudice and discrimination assertively	<p>Year 8 The Crusades Year 9 – Term 2 Causes + Nature of The Holocaust</p> <p>Geography – Year 8 – Term 2 Population Year 9 Rich World/Poor World</p> <p>RE - Year 7 – Term 3 World Religions Year 9 – Term 2 Equality/Racism Project Year 8 Retreat – Alton Castle Year 10 – community cohesion unit. Looking at multi faith and multi ethnic societies and our attitudes to them.</p> <p>Span Through Key Stage Cultural Differences</p> <p>English - Year 7-11 Textual analysis via literature - Animal Farm study / Of Mice and Men / Stone Cold / The Boy in the Striped Pyjamas / The Crucible Years 7-11 Poetry / non fiction with a multicultural emphasis.</p> <p>French - Through Key Stage Cultural Differences / Different Festivals / immigration / homelessness Biology/ Science Through Key Stage Variation between individuals</p> <p>Year 8 PSHE curriculum day</p> <p>Year 8 Decipher Assist – Anti Smoking Training</p> <p>Citizenship Yr 7 – Gypsy / Refugee Awareness Yr 11 – Government in the Wider World</p>	<p>Discussion/Written Work Discussion / Written work / drama Discussion / Written work</p> <p>Discussion/TV/Written Work Discussion/Written Work/Posters Discussion/ Role Play Discussion / Written work</p> <p>Discussion/Posters Textual analysis / Written / discussion / drama work</p> <p>Theatre workshop / outside agency speakers Local Authority & NHS</p> <p>Discussion Discussion</p>

	Year 10 PSHE curriculum day	Outside agency speakers
	Y10/11 Tutor programme	Group activity & debates
3: Indicative Content: The study of personal well being should include:		
a: examples of diverse values encountered in society and the clarification of personal values.	<p>RE Year 9 – Term 3 Christian values/Marriage + Family Life Year 10 – community cohesion unit. Looking at multi faith and multi ethnic societies and our attitudes to them.</p> <p>History New Scheme The 1960’s Family</p> <p>English Yrs 10-11 Exploring cultural values – TKMB / Crucible</p> <p>Year 8 PSHE curriculum day</p> <p>Year 10 PSHE curriculum day</p> <p>Citizenship Yr 8 – Young People and the Media / Britain: A Diverse Society</p> <p>Art Yr 7 – Multicultural project</p>	<p>Discussion/TV/Written Work</p> <p>Discussion / Written work</p> <p>Discussion/TV/Written Work</p> <p>Textual analysis / Written / discussion / drama work</p> <p>Theatre workshop / outside agency speakers</p> <p>Outside agency speakers</p> <p>Discussion</p> <p>Assessing and making work inspired by art from other cultures</p>
b: the knowledge and skills needed for setting realistic targets and personal goals.	<p>Yr 10 Enterprise</p> <p>P. Arts Across key stages – evaluation and skills assessment</p>	<p>Planning and reviewing activities</p> <p>Written reflection</p>
c: physical and emotional change and puberty.	<p>Science/Biology Year 7 – Term 2+3 Name/Location/Function of reproductive structures, stages of menstrual cycle</p> <p>RE - Year 8 – Term 1 Physical/Emotional changes, puberty, self image + adolescence, self image + adolescence</p>	<p>Written / discussion work</p> <p>Discussion / group / written work</p>
d: sexual activity, human reproduction, contraception, pregnancy and sexually transmitted	<p>RE Year 8 – Term 1 Human Reproduction /Relationships Year 9 – Term 3 Sexual Relationships</p>	<p>Discussion + Role Play</p>

<p>infections and HIV and how high risk behaviours affect the health and well being of individuals, families and communities.</p>	<p>Year 10 – Life and death unit. Looking methods of contraception and those in-keeping with the RC faith.</p> <p>English Across Key Stage Geography Year 9 AIDS in Africa Biology Year 7 Reproduction Year 9 – Factors that spread disease School Nurse Drop In STD + Pregnancy Advice Citizenship Yr 8-10 Young People and the Law</p> <p>Year 10 PSHE curriculum day</p>	<p>Discussion/Written Work/Posters Discussion/Written Work/Posters</p> <p>Discussion</p> <p>Outside agency speakers</p>
<p>e: facts and laws about drug, alcohol, and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.</p>	<p>Science/Biology Year 9 – Term 1 Smoking/Drugs affecting health History Year 9 – Term 3 1960’s culture – Hippy Generation French / Spanish Year 10 School Rules – Smoking PE Across Key Stage Drugs + Sport RE Year 8 – Term 2 Alcohol/Drugs – Respect for body - Drugs for and against Year 11 – Looking at both Christian and Jewish attitudes to drug and alcohol abuse</p> <p>Year 8 Decipher Assist Programme</p> <p>Citizenship Yr 8-10 Young People and the Law</p> <p>Year 10 PSHE curriculum day</p>	<p>Class work Discussion / ICT / TV Discussion / Written Work Discussion Discussion / Role Play Discussion</p> <p>Targeted student mentors</p> <p>Discussion</p> <p>Outside agency speakers</p>
<p>f: how a balanced diet and making choices for being healthy contribute to personal well being, and the importance of balance between work, leisure and exercise.</p>	<p>Science/Biology Year 8 / 9– Term 1/3 Good sources of nutrients and a good balanced diet. Microbes cause disease – how to avoid infection, how to deal with disease outbreaks – Immunisation. Biology Year 9 – Term 1 Exercising/Smoking/Drugs / Eating Disorders DT (Food) Nutrition/healthy eating /Importance of different types of diet</p>	

	<p>PE Across Key Stage Respect for body – Anti Drugs/Alcohol / Importance of physical exercise and the difference between health and fitness.</p> <p>Year 8 PSHE curriculum day</p> <p>Eco-Schools Across Key Stages – Healthy Living</p> <p>Y10/11 Tutor programme</p>	<p>Theatre workshop / outside agency speakers</p> <p>Meetings / practical activities</p> <p>Group activity and debate</p>
g: ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.	<p>Year 8 PSHE curriculum day</p> <p>Year 7 Ghost Street – Road Safety</p> <p>Year 10 PSHE curriculum day</p> <p>RE Year 8 Term 2 – Alcohol/Drugs – Respect for the body – drugs for and against.</p> <p>P. Arts Yrs 10-11 – Health & Safety</p> <p>KS3 Tutor Programme</p>	<p>Theatre workshop / outside agency speakers</p> <p>Outside agency speaker / video / group work</p> <p>Outside agency speakers</p> <p>Discussion / written work / poster work</p> <p>Written assignment</p>
h: a knowledge of basic first aid	<p>PE Across the Key Stage</p> <p>DT / Food Across both key stages</p>	<p>Discussion / Role Play / Posters</p> <p>Practical work</p>
i: the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.	<p>RE Year 9 – Term 3 Christian values/Marriage + Family Life</p> <p>Year 8</p> <p>History New Scheme The 1960’s Family</p> <p>Year 10 PSHE curriculum day</p>	<p>Discussion/TV/Written Work</p> <p>Discussion/TV/Written Work</p> <p>Outside agency speakers</p>
j: different types of relationships, including those within families and between older and younger people, boys and girls, and people of the same sex,	<p>Spanish Across Key Stage Throughout the Scheme</p> <p>French Across Key Stage Throughout the Scheme</p> <p>RE Year 10 – Marriage and the family unit. Looking at the</p>	<p>Discussion/Written Work</p> <p>Discussion/Written Work/Ideas</p> <p>Discussion/Written Work</p>

including civil partnerships.	changing nature of relationships in the UK	
k: the nature and importance of marriage and stable relationships for family life and bringing up children.	<p>RE Year 8 – Term 2 Family Life Year 9 – Term 3 The Role of Parenting Year 10 – Marriage and the family unit. Looking at the changing nature of relationships in the UK</p> <p>English Years 10-11 Textual analysis (TKMB / Crucible)</p>	<p>Discussion/TV/Written Work Discussion/Written Work</p> <p>Textual analysis / Written / discussion / drama work</p>
l: the roles and responsibilities of parents, carers and children in families.	<p>RE Year 8 – Term 2 – Family Life Year 10 – Marriage and the family unit. Looking at the changing nature of relationships in the UK</p> <p>Spanish / French Across Key Stage- Roles and Responsibilities English Years 10-11 Textual analysis (TKMB / Crucible)</p>	<p>Discussion/TV/Written Work Discussion/Written Work</p> <p>Textual analysis / Written / discussion / drama work</p>
m: the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age, sexual orientation and the impact of prejudice, bullying , discrimination and racism on individuals and communities.	<p>RE Year 8 Environmental - Resisting peer pressure -Bullying + friendships Year 7 The world in my hands day Year 9 Vocation + term 3 Resisting peer pressure/alcohol/drugs Year 10 – Community Cohesion unit</p> <p>PE Across Key Stage Art – Year 7 – Term 2 Identity Project – Personal Self Portrait History – Year 7 – Term 2 Norman Conquest /Ethnic Settlement Year 7 – Term 3 The Crusades/Religious + Racial warfare Year 8 The Crusades Year 9 – Term 2 Causes + Nature of The Holocaust Geography – Year 8 – Term 2 Population Year 9 Rich World/Poor World RE - Year 7 – Term 3 World Religions</p>	<p>Discussion / Written Work / Posters / role play</p> <p>Visiting speaker / Belmont Abbey Trip Discussion / Written Work / Posters</p> <p>Discussion/Role Play/Written Work/ Posters Discussion/Written Work Discussion / Written work / drama Discussion / Written work</p> <p>Discussion/TV/Written Work Discussion/Written Work/Posters Discussion/ Role Play</p>

	<p>Year 9 – Term 2 Equality/Racism Project Year 8 Retreat – Alton Castle Through Key Stage Cultural Differences</p> <p>Span</p> <p>English - Year 7-11 Textual analysis via literature - Animal Farm study / Of Mice and Men / Stone Cold / The Boy in the Striped Pyjamas / The Crucible Years 7-11 Poetry / non fiction with a multicultural emphasis.</p> <p>French - Through Key Stage Cultural Differences / Different Festivals Biology/ Science Through Key Stage Variation between individuals</p> <p>Year 8 PSHE curriculum day</p> <p>KS3 Tutor Programme</p> <p>Citizenship Yr 7 – Gypsy / Refugee Awareness Yr 10 – Racism and Discrimination</p>	<p>Discussion/Posters Textual analysis</p> <p>Textual analysis / Written / discussion / drama</p> <p>Theatre workshop / outside agency speakers</p>
4.1 Economic Well Being – Career - Students should:	Subject Links (Year + Scheme)	Method of Delivery
a: understand that everyone has a career.	<p>French / Spanish KS4 – Jobs</p> <p>Careers – Yrs 10-13 careers software /careers interviews Yr 10 work experience</p> <p>RE Year 9 – Term 2: Vocation</p>	<p>Discussion / written work</p> <p>Individual work on computer. 1-1 discussions. Practical experience</p> <p>Discussion / group work / written work</p>
b: develop a sense of personal identity for career progression	<p>Yr 10 Enterprise</p> <p>French / Spanish KS4 – Mock job interviews</p>	<p>Self assessment and job application</p> <p>Oral work</p>

	Careers – Yr 9 Industry Day Yr 10-13 career interviews RE Year 9 – Term 2: Vocation	Discussion / practical work 1-1 discussions Discussion / group work / written work
c: understand the qualities, attitudes and skills needed for employability.	Yr 10 Enterprise French / Spanish KS4 – CV writing Science Yr 11 App Science – Scientific careers Careers – Yr 9 Industry Day Yr 10-13 career interviews Yr 10 Work Experience Yr 10-11 Specialist career assemblies Y11 Tutor programme	Review Discussion / written work Written assignment Discussion / Practical work Individual 1-1 discussions Practical experience Discussion Financial Matters Quiz
4.2 Economic Well Being – Capability - Students should:		
a: explore what it means to be enterprising.	Yr 10 Enterprise ICT Yr 10 Promotion event (coursework) History – Yr 8 Industrial Revolution	All Enterprise activities Discussion / written / digital work Written / discussion work
b: learn how to manage money and personal finances.	Yr 10 Enterprise ICT Yr 10 Promotion event (coursework) Maths Yrs 10/11 – Compound Interest	Financial activities Research Written / discussion work

c: understand how to make creative and realistic plans for transition.		
d: become critical consumers of goods and services.	Yr 10 Enterprise Maths Yr 7 -11 – ‘Best Buy’ problem solving DT Textiles Consumer Rights and Product testing Y11 Tutor programme	Problem solving activities Written / discussion work Written / practical classwork Financial Matters Quiz
4.3 Economic Well Being – Risk - Students should:		
a: understand risk in both positive and negative terms	Yr 10 Enterprise ICT Yr 10 Promotion event (coursework) History Yr 10-11 Economy in 1920s America	All Enterprise activities Discussion / written / digital work Discussion / Written work
b: understand the need to manage risk in the context of financial and career choices.	Yr 10 Enterprise	All Enterprise activities
c: take risks and learn from mistakes.	Yr 10 Enterprise P. Arts Across Key Stages – Evaluation of own and work of others	All Enterprise activities Written reflection
4.4 Economic Well Being – Career - Students should:		
a: understand the economic and business environment	Yr 10 Enterprise ICT Yr 10 Community Spirit (coursework) French / Spanish KS4 – Business Environment History Across Key Stages	All Enterprise activities Written / digital work Written / discussion work Written discussion work

b: understand the functions and use of money.	Yr 10 Enterprise French / Spanish KS4 – Pocket money History Across Key Stages Y11 Tutor programme	All Enterprise activities Written / discussion work Written / discussion work Careers quiz
4.5 Economic Well Being – Economic Understanding - Students should be able to:		
a: develop and maintain their self esteem and envisage a positive future for themselves in work.	Yr 10 Enterprise French / Spanish KS4 - Jobs Careers- Yr 10 Work Experience	All Enterprise activities Written / discussion work Practical Experience
b: identify major life roles and ways of managing the relationships between them.		
c: assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise.	French / Spanish KS4 - Jobs	Written / discussion work
d: review their experiences and achievements.	Yr 10 Enterprise French / Spanish KS4 – Work Experience	Reflection Written / discussion work
4.6 Economic Well Being – Exploration- Students should be able to:		
a: use a variety of information sources to explore options and choices in career and financial contexts.	ICT Year 9 Fair Trade Careers Yrs 10-13 Careers Software Across Key stages – careers information in the library	Research Individual work on computer / Individual research
b: recognise bias and inaccuracies in information about learning pathways, work and enterprise.	ICT Year 8 Web site research	Research

c: investigate the main trends in employment and relate these to their careers plans.	Y11 Tutor Programme	Quiz based investigation
4.7 Economic Well Being – Enterprise- Students should be able to:		
a: identify the main qualities and skills needed to enter and thrive in the working world.	Yr 10 Enterprise French / Spanish KS4 – Job Seeking P. Arts Skills audit and target setting. Research around skills	All Enterprise activities Written / discussion work Research / written work
b: assess, undertake and manage risk.	Yr 10 Enterprise ICT Year 8 E-Safety course Science Yr 11 App Science – Risk assessment	All Enterprise activities Discussion Practical work
c: take actions to improve their chances in their career	Yr 10 Enterprise	All Enterprise activities
d: manage change and transition	Yr 10 Enterprise	All Enterprise activities
e: use approaches to working with others, problem solving and action planning	Yr 10 Enterprise French / Spanish KS3+4 Role Play History Across Key stages	All Enterprise activities Speaking and Listening work Group work
f: understand and apply skills and qualities for enterprise.	Yr 10 Enterprise ICT Yr 10 Coursework	All Enterprise activities Research
g: demonstrate and apply understanding of economic ideas.	Yr 10 Enterprise	All Enterprise activities
4.8 Economic Well Being – Exploration- Students should be able to:		

a: manage their money	Yr 10 Enterprise French / Spanish KS4 – numeracy – pocket money / part time Y11 Tutor Programme	All Enterprise activities Written / discussion work Quiz based investigation
b: understand financial risk and reward	Yr 10 Enterprise History Yrs 10-11 1920s USA / 1929-1939 Germany	All Enterprise activities Written / group work
c: explain financial terms and products.	History Yrs 10-11 1920s USA / 1929-1939 Germany	Written / group work
d: identify how finance will play an important part in their lives and in achieving aspirations.	KS3 Tutor programme	Tutor time