



PSHCE POLICY

Policy Owner	Assistant Head Pastoral, Prep PSHCE Lead and Head of PSHCE SH	Approval Date	September 2026
Approved By	SLT	Review Date	September 2027
Version		Status	Approved
Applies To	Pupils/Staff/Parents/Visitors	Review Cycle	Annually
Related Policies	RSE Policy Safeguarding (Child Protection Policy) SMSC – With Regards to British Values Careers SEND Policy Anti-Bullying Policy Curriculum Policy	Policy Ref.	

Policy Statement

Our school is committed to equity, safety, and transparency, ensuring all policies protect and support our community. Every policy translates our core values into clear practices to maintain an inclusive environment where the welfare of students, staff, and families remains paramount. To achieve this, our guidelines actively promote equal opportunities, celebrate diversity, and prioritize physical, emotional, and digital safety. We provide straightforward, accessible guidance that relies on shared community accountability. Finally, we subject all policies to regular reviews to stay aligned with statutory updates, local needs, and current best practices.

Purpose

The Senior Leadership Team is responsible for ensuring that the PSHCE curriculum is effectively implemented, appropriately resourced, monitored and evaluated, and that it supports the School's compliance with safeguarding responsibilities, the Equality Act 2010, SMSC requirements and the Independent School Standards. Appropriate information regarding the effectiveness and development of the PSHCE programme is reported to the governing body/proprietor to support their oversight of the School's compliance with statutory requirements and the Independent School Standards.

AIMS

This policy is informed by the School's overarching aims and values to provide an excellent education in a caring, happy environment, where each girl develops self-confidence and achieves her full potential.

PSCHCE equips pupils with the knowledge, understanding, skills and attributes needed to manage their lives now and, in the future, enabling them to stay safe, healthy and prepared for life in modern Britain. Specifically, it aims to:

- Enable the development of the self-awareness, self-confidence and self-esteem of each pupil and contribute to their personal development
- Encourage the pupils to promote a respect for others and an acceptance that all members of society should be equally valued, upholding the nine protected characteristics of the Equality Act (2010):
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation
- Support pupils in understanding their rights and responsibilities in relation to the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Encourage students to consider and engage with their spiritual, moral, social and cultural development (SMSC).
- Encourage pupils to distinguish right from wrong, to consider the implications of their actions upon themselves and others, to take responsibility for their actions, to be able to make good choices

- Encourage pupils to consider how they can contribute positively to the School community, the local community and wider society, and support them in acquiring an appreciation of and respect for their own and other cultures
- Encourage the pupils to respect the law and to develop for themselves a set of socially acceptable values to govern their behaviour
- Support the work of the pastoral team and pastoral programme wherever possible
- Reinforce and support the work of subject teachers
- Provide specialist information in areas of Relationship and Sex Education, Health, Citizenship, Finance and Careers
- Develop a knowledge of how society works and an understanding of the responsibilities of a citizen within a range of different communities
- Build on their Character Education and TAKE CARE values seen elsewhere in the school.

WIDER REFERENCES

This policy operates within a wider national policy framework, which includes:

- Equality Act 2010
- Children and Social Work Act (2017)
- Marriage (Same Sex Couples) Act 2013
- Fraser Guidelines
- PSHCE Association guidelines
- Preventing and Tackling Bullying (Advice for headteachers, staff and governing bodies) (2017)
- Mental Health and Behaviour in Schools (2018)
- Keeping Children Safe in Education (2026)
- SEND Code of Practice (2015)
- Government guidance and regulations on the teaching of PSHCE and RSE (2025)
- Equality Act 2010
- Children and Social Work Act (2017)
- DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Marriage (Same Sex Couples) Act 2013
- SMSC Requirements for Independent Schools (statutory guidance)

WHAT IS PSHCE?

Personal, Social, Health, Citizenship and Economic Education is a preparation for life. Its content covers issues that do not have a place in the other timetabled subjects or issues that need reinforcement. Its approach allows for the development of the individual as an informed, confident and considerate member of society, and in many ways is the subject of life skills. It is split into three overarching categories: Health and Wellbeing, Relationships and Sexual Education, and Living in the Wider World. This is how we organise our PSHCE curriculum at St Mary's.

The PSHCE curriculum supports the school's safeguarding responsibilities through explicitly educating pupils about child-on-child abuse, sexual harassment, sexual violence, consent, healthy relationships, harmful sexual behaviour and reporting concerns.

Careers Education and Guidance is an integral part of the PSHCE programme. Provision is provided in a balanced and impartial way and supports pupils in making informed choices about a wide range of higher education and careers options and in setting and working towards aspirational goals to fulfil their potential.

PSHCE reinforces the importance of British Values, SMSC, and protected characteristics. It is a vessel to improve equality and inclusion, and we experience this through learning about a variety of lived experiences and issues whilst understanding our setting and listening to individual opinions.

The school values partnership with parents and carers in supporting pupils' personal development. Information about the PSHCE and RSE curriculum is made available through the school's published policies and curriculum information.

STAFFING

Year 1 to Year 13 have timetabled periods of PSHCE. There is an annual review, to develop the curriculum. The Prep PSHCE Subject Lead is responsible for the developing schemes of work, quality assurance and monitoring of assessment, in addition to supporting the class teachers who are responsible for teaching PSHCE lessons in the Prep. The Head of PSHCE SH is responsible for developing schemes of work and supporting PSHCE teachers in the Senior House, who also deliver timetabled lessons. In Sixth Form, PSHCE is developed through the IGNITE programme and the Luminary programme as well as the pastoral programme and a timetabled period. Staff are offered appropriate training opportunities both within and outside of school (e.g., lesson observations with the Head of PSHCE or team-teaching, or a course).

THE APPROACH

PSHCE is taught through a spiral curriculum, with:

- Weekly lessons (Years 7,8 and 10: two 35-minute lessons and Years 9 and 11: one 35-minute lesson)
- In Sixth Form, PSHCE is developed through the IGNITE programme and the Luminary programme as well as the pastoral programme and a timetabled period.
- 'Drop-down' days with students taken off-timetable and working on topics or themes
- Specific cross-curricular events e.g., Holocaust Memorial Day, Safer Internet Day
- External speakers
- Involving students in the life of the school and wider community through School Council, charitable initiatives and co-curricular endeavours
- Wider World/Careers Education is influenced by the Unifrog Spiral Curriculum

Schemes of work are flexible to allow teachers to address any pastoral needs of specific year groups or deal with things that are happening in the news. The Head of PSHCE in Senior House and PSHCE Subject Lead in Prep monitors content covered in order to ensure that key areas of the curriculum are covered. Lessons are both factual and discursive, providing information and encouraging research but its main approach is through discussion. Teaching methods include: case studies, problem solving, questionnaires, group work, role play, metacognition and ICT. In Senior House, the majority of PSHCE lessons are taught in a dedicated classroom which has tables set out to encourage discussion, they can use their own devices as necessary and all rooms have the facility to watch audio-visual material.

Work with expert organisations (e.g., HSBC and a local personal training business) supports the department in ensuring content is up-to-date, accurate, and of the highest calibre. External visitors or visiting organisations are approved by the Head ahead of their visit.

Establishing a Safe Learning Environment

Fundamental to PSHCE is the need to discuss sensitive, controversial and challenging social and moral issues, and to make sense of them in the context of students' own life experiences now and in the future. It is important that such discussion takes place in a climate of trust, cooperation and support. Appropriate attitudes and communication skills are encouraged by the development of ground rules, for example:

- All contributions are valued
- Confidentiality of discussions unless there is a safeguarding concern that requires addressing. Where safeguarding concerns arise, staff will follow the school's Child Protection and Safeguarding Policy and report concerns promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL
- Dismissive comments or disrespectful behaviour are challenged
- All pupils are given the opportunity to be listened to
- Everyone is given the opportunity to remain silent if they wish to
- Students are given access to balanced information and differing views

It is important to note the increasing importance of PSHCE as a safeguarding tool, particularly considering the KCSIE 2026 and DfE guidelines 2025. Each teacher of PSHCE must be clear about their expectations of listening to students, reports and the importance of being a trusted adult.

PSHCE forms an important part of the school's preventative safeguarding curriculum. Through age-appropriate learning, pupils are supported to recognise abuse, exploitation, child-on-child abuse, unhealthy relationships, online harms and other safeguarding risks, and are taught how and where to seek help.

Handling Sensitive and Controversial Issues

Learning from real-life experience is central to PSHCE. Sensitive and controversial issues are certain to arise. Pupils should not be sheltered from such issues; through them they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict, and distinguishing between facts and opinions. Almost any issue can prove sensitive to an individual. However, issues that are most likely to be sensitive or controversial include those that have a political, social, or personal impact, those which deal with questions of values and beliefs or those which are raised by sex and relationship education. Other issues likely to be sensitive or controversial include:

- Family lifestyle and values (including cultural and religious values);
- Physical and medical issues;
- Financial issues (including unemployment);
- Bullying (including homophobic and racist bullying), and;
- Bereavement.

Other issues explored through the PSHCE curriculum include:

- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- County lines activity
- Grooming and coercive relationships
- Extremism and radicalisation
- Domestic abuse and unhealthy relationships

Students' questions are answered in an honest and sensitive manner and learning experiences are planned to meet the needs of **all** students. Staff may postpone discussion of individual questions where a considered response is required, or where responding immediately would be inappropriate in a whole-class setting.

Entitlement and Equality of Opportunities

Careful consideration is given concerning the needs and interests of all pupils, irrespective of gender, culture, ability or personal characteristics. This is done through planning and ensuring that teaching is delivered based on the needs of the class. In this way all pupils can access the PSHCE curriculum in an appropriate format. Teaching and resources are adapted as necessary to meet the needs of pupils with SEND, ensuring access to the full curriculum while maintaining high expectations.

Use of ICT

ICT is integral to the work in PSHCE, for example, pupils may produce presentations or short films, or conduct internet-based research. In Senior House, pupils are encouraged to identify and evaluate websites for their accuracy and usefulness and learn to be discriminating. In Prep, online safety lessons teach and encourage pupils to think critically about what they see online.

The curriculum is regularly reviewed to address emerging online risks including social media harms, online exploitation, image-based abuse, deepfake technology, artificial intelligence misuse, online radicalisation and harmful online communities.

RESOURCES

Extensive use is made of online material. There is information on Firefly and in the Microsoft Teams, as well as in the physical PSHCE classroom and other locations, about a range of personal and health issues. There are a variety of relevant displays. There are University Prospectuses in the Sixth Form Study Room.

This year, Key Stage 3 resources will be available in booklets and students will keep their resources and classwork in a folder. Key Stage 4 will manage their resources and work both on Microsoft Teams and in their folder.

In Prep, students follow the 1Decision scheme of work which can be found online. Further resources can be found on displays and in books kept in classrooms and library areas. Students will keep folders containing their work and use 1Decision workbooks which they can refer to if needed.

MONITORING AND EVALUATION

In accordance with the government statutory guidance, we have the same high expectations of the quality of pupil's work in PSHCE as for other curriculum areas. PSHCE teaching is incorporated within the Learning Walks schedule and feedback is used in our regular review of materials and provision.

In Prep, students use a baseline assessment at the start of topics to assess what they already know. These are then reviewed at the end of each topic. Teachers will monitor understanding throughout lessons using questioning and discussion points. Students are encouraged to self-assess their understanding of topics and workbooks are regularly checked by teachers.

In Key Stage 3, pupils use unique booklets to follow the PSHCE curriculum. They can reflect, do quizzes, and set targets. They complete work in their booklets and also in their folders, which are regularly checked by their teachers.

In Key Stage 4, pupils use Microsoft Teams and OneNote to work through the PSHCE curriculum, complete activities and assignments, reflect and set targets.

All year groups take part in termly student voice and feedback/assessment Microsoft Forms.

In lessons, we utilise a range of ways to check for understanding of topics and identify where students may need additional support. Other forms of assessment may include:

- Quizzes
- Presentations
- Moving 'attitudes' continuums
- Exit Polls
- Self-evaluation
- Participation in discussion
- Self-reflection/Blob trees

Homework is not set on a regular basis but on rare occasions it is necessary to complete a task at home or prepare something for the next session.

Appendix I: EYFS Think Equal Scheme of Work

Think Equal Areas of Learning

1. I Have A Strong Sense Of Who I Am - Global Citizenship; Self-Esteem; Resilience; Empowerment; Self-Acceptance; Diversity

2. I Am Able To Look After Myself - The Things I Can Do; Self-Regulation; Emotional Literacy; Self-Awareness; Finding Positive Solutions; The Choices I Make and Their Outcomes

3. I Am Able To Look After Others - Kindness and Friendship; Inclusion; Perspective-Taking; Taking Care of Nature, Animals and the World I Live In; Using Empathy; Being an Up-stander

4. I Am Able To Contribute And Create - Self-Expression; Creativity; Collaboration; Turn-Taking; Sharing Ideas; Using my Head, Heart and Hands to help others

5. I Am A Critical Thinker - Creating Strategies; Problem-Solving; Self-Knowledge; Similarities and Differences; Peaceful Conflict-Resolution; Gender Equality

6. I Am Able To Communicate - Recognising Feelings; Self-Confidence; Listening to Others; Role-Play; Story Telling; Being Kind and Considerate of Others



Our 5-8 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe - Road Safety - Leaning Out of Windows - Staying Safe - Tying Shoelaces	Keeping/Staying Healthy - Healthy Eating - Brushing Teeth - Washing Hands - Medicine	Relationships - Bullying - Body Language - Friendship - Touch	Being Responsible - Practice Makes Perfect - Helping Someone in Need - Stealing - Water Spillage
Feelings and Emotions - Jealousy - Worry - Anger - Grief	Computer Safety - Online Bullying - Image Sharing - Making Friends Online - Computer Safety Documentary	Our World - Growing in Our World - Living in Our World - Working in Our World - Looking After Our World	Hazard Watch - Is it safe to eat or drink? - Is it safe to play with?
Special Edition Module - Fire Safety - Hoax Calling - Petty Arson - Enya and Deedee Visit the Fire Station - Texting Whilst Driving			

Please note, we also cover many other areas of each topic. Contact 1decision for more details.

Appendix 2: Decision PSHCE Scheme of Work for KS1 & KS2

Our 8-11 modules/topics

For more information on our resources, please visit: www.1decision.co.uk

Keeping/Staying Safe • Cycle Safety • Peer Pressure • Water Safety • Adults & Children's Views on Keeping/Staying Safe	Keeping/Staying Healthy • Healthy Living • Smoking • Alcohol • Adults & Children's Views on Keeping/Staying Healthy	Growing and Changing • Relationships • Puberty • Conception • Adults & Children's Views on Growing and Changing	Being Responsible • Coming Home on Time • Looking Out for Others • Stealing • Adults & Children's Views on Being Responsible
Feelings and Emotions • Jealousy • Anger • Worry • Adults & Children's Views on Feelings and Emotions	Computer Safety • Online Bullying • Image Sharing • Making Friends Online • Adults & Children's Views on Computer Safety	The Working World • Chores at Home • Enterprise • In-App Purchases • Adults & Children's Views on The Working World	A World Without Judgement • Breaking Down Barriers • Inclusion and Acceptance • British Values • Adults & Children's Views on A World Without Judgement
Special Edition Module - First Aid • First Aid - Year 4 • First Aid - Year 5 • First Aid - Year 6 (Part 1) • First Aid - Year 6 (Part 2)			

Please note, we also cover many other areas of each topic. Contact 1decision for more details.

Appendix 3: SH Scheme of Work

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transition and Positive Relationships This unit helps students to transition into Secondary School and develop positive relationships with those around them. They will be able to recognize bullying and discrimination, and practice the British Value of tolerance. Your lessons: Lesson 1: Transition Lesson 2: Transition and goal setting Lessons 3, 4, 5 and 6: Positive Relationships SMS certificate: - Bullying - Discrimination and stereotypes - Resilience - Values and virtues in friendships	Wellbeing: mental and online This unit provides an introduction into mental health and emotional wellbeing, as well as introducing students to online safety and digital literacy. By the end of the unit they will have achieved the Cyber Explorers Squad Certificate. Your lessons: Lesson 1: Introduction into mental health and emotional wellbeing Lesson 2: Mental Health toolkit Lesson 3: Managing social media use and harmful online behavior Lesson 4, 5, and 6: Cyber Explorers Squad	Personal safety and health This unit covers a variety of health and safety topics so that students are able to take care of themselves, now and in the future. Your lessons: Lesson 1: Road and water safety Lesson 2: First Aid Lesson 3: Doctors, vaccinations and minor ailments Lesson 4: Staying Healthy Lesson 5: Dentistry Lesson 6: Sleep	Growing up, families and changing relationships This unit revisits puberty from KS2, developing on menstrual health in particular. We begin to discuss family dynamics, consent and the emotional side of starting a family. Your lessons: Lesson 1: Boundaries and Consent Lesson 2: Family relationships Lesson 3: Conflict Resolution Lesson 4: Puberty and Periods Lesson 5: Starting a family Lesson 6: Falling in Love	Keeping safe This unit helps students to consider what a healthy relationship is, as well as how to identify and report abuse. We revisit British Values to discuss LGBTQ+ identities. Your lessons: Lesson 1: Exam skills Lesson 2: Healthy Relationships Lesson 3: LGBTQ+ identity Lesson 4: FGM, forced marriages, and making disclosures	My future This unit covers an introduction to finance and careers, supported by the website Unifrog. Students also begin to discuss the importance of politics in preparation for Year 8. Your lessons: Lesson 1: Finance 1 Lesson 2: Finance 2 Lesson 3: Introduction into Unifrog and Politics Lesson 4: Alternative pathways post 16/18 Lesson 5: Who Am I/Creating the Life you Want mood-board

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Character Education In this unit, students recap the importance of respect, including through developing skills to deal with conflict respectfully. They further build on the Character Values of Resilience and Empathy, through a programme of Citizenship and British Values.	Managing money and information This unit builds on previous learning about financial decision making and begins to discuss the impact of information online, including being able to trust information and the impact the internet can have on us.	Health and Wellbeing This unit is an opportunity for students to continue to assess risky behaviours. Students also begin to work towards a n advanced certificate to prove what they have learnt about digital literacy this year and in Year 7.	Our future This unit allows students to develop their careers knowledge from year 7, working on Unifrog to investigate different types of careers and reflecting on their own skills. They also take part in the annual Step Into the NHS careers competition.	Healthy and Unhealthy Relationships This unit allows students to explore different types of relationships in more detail, including different attitudes towards relationships and the importance of trust.	Caring for Ourselves and Others In this unit students develop their knowledge of how to look after themselves and others, focusing on responsibility and British Values through SMSC. Students complete an Equality and Diversity Project.
Your lessons: Lesson 1: Mental Health Lesson 2: Respecting Yourself and Others (teamwork) Lesson 3 – being a good friend Lesson 4: Communication skills and conflict resolution Lesson 5, 6 and 7: Association for Citizenship Teaching Building Resilience Project	Your lessons: Lesson 1: Finance 1 Lesson 2: Finance 2 Lesson 3: Finance 3 Lesson 4: Misinformation and targeted advertising and AI. Lesson 5: The influence of others and the influence of the media, including fake news Lesson 6: Personal safety and risk taking online	Your lessons: Lesson 1: Smoking and vaping Lesson 2: The dangers of alcohol Lesson 3: Introduction to drugs and medicines Lesson 4: Serious Health Conditions Lesson 5 and 6: Cyber Explorers Champion Challenge	Your lessons: Lesson 1: Cyber Explorers Champion Challenge Lesson 2 : Updating Unifrog through the records system / Step into the NHS Lesson 3: Investigating the Unifrog Careers Library / Step into the NHS Lesson 4: Superhero CVs / Step into the NHS Lesson 5: Exam Skills	Your lessons: Lesson 1: Different types of relationships and marriage Lesson 2: Trusting relationships, consent and sexual assault Lesson 3: Sex and Relationships Lesson 4: Avoiding Assumptions Lesson 5: Period myths and taboos	Your lessons: Lesson 1: Personal Hygiene Lesson 2: Skincare Lesson 3 and 4: Equality and Diversity Project Lesson 5: Climate Challenge

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The World Around Us This unit reintroduces students to the Citizenship element of PSHCEE and builds on the introductory lessons to risky behaviours that they had in Year 8.	Taking Care of Ourselves This unit develops on the previous unit to support students in caring for themselves and others.	Careers In the first part of this Unit, students complete a certification with the Young Entrepreneurs Academy. The unit continues to help students to consider their options at KS4.	Intimate Relationships In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including an introduction into using contraception.	Criminal Behaviour This unit helps students to assess the ways young people might be drawn into criminal behavior, and the impact of breaking the law.	Knowledge for the future This unit helps students think about topics which may impact them in the future, and the importance of awareness and asking for help.
Your lessons: Lesson 1, 2 and 3: Association of Citizenship Teaching Deliberative Classroom Project Lessons 4, 5, 6 and 7: Risky Behaviours SMS Certificate - Binge drinking - Drugs and the law - Suicide and self-harm - Eating disorders	Your lessons: Lesson 1: Healthy Coping Mechanisms - being self aware Lesson 2: Coping with Life Events (Bereavement) Lesson 3: Organ donation Lesson 4: Internet and big data Lesson 5: Digital literacy, chatbots, and more Lesson 6: catch up space	Your lessons: Lesson 1, 2, 3, and 4: Young Entrepreneurs Academy Lesson 5 and 6: Decision making at KS4	Your lessons: Lesson 1: Positive relationships and sex Lesson 2: Legal age and consent Lesson 3: Sex, relationships and social media (including deepfakes) Lesson 4: Sex and relationships in the media Lesson 5: Introduction into contraception and STIs Lesson 6: What is the vulva?	Your lessons: Lesson 1: Definitions of sexual crimes (e.g sexual assault, sexual exploitation, sexual violence) Lesson 2: Conflict and trust Lesson 3: Illegal and upsetting behaviours online (including deepfakes) Lesson 4: Illegal behaviours in real life Lesson 5: Knife crime and gangs	Your lessons: Lesson 1: Accessing support (for relationships, for conflict etc) Lesson 2: Self-examination and its importance Lesson 3: Attitudes to sex and equality (including misogyny and incels) Lesson 4: Teen pregnancy Lesson 5: Scams and gambling

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Positive choices This unit supports students to make informed, healthy and responsible life choices as they move into KS4. Alongside this, they will also be taking part in the pioneering GEPIC programme. They will also begin working towards the Idea SILVER Award. Your lessons: Lesson 1: GEPIC 1 - and Study Skills for KS4 Lesson 2: GEPIC 2 – and Making informed choices about food, sleep and screen-time at KS4 Lesson 3: GEPIC 3 – and Maintaining good mental health in KS4 Lesson 5: GEPIC 4 and 5 Lesson 6 and 7: Finish off GEPIC and beginning to work towards the IDEA Silver Award	The world around us This unit helps students understand the impacts and risks of AI and digital technologies, as well as delving deeper into financial literacy. Your lessons: Lessons 1 and 2: Continuing to work towards the IDEA Silver Award Lesson 3: Finance 1 Lesson 4: Finance 2 Lesson 5: Understanding AI: what are its limitations, how does it affect our daily lives, how does it affect our understanding of the world, how does it impact relationships? Lesson 6: How AI is changing careers and will change the future	Growing Up This unit explores career choices and pathways. It also supports students to understand key issues in the world around us and how they can protect themselves and others. Your lessons: Lesson 1: Identifying career preferences and writing a cover letter Lesson 2 and 3 – Unifrog work experience Lesson 4 – Equality Act, Extremism and Misogyny Lesson 5 – Criminal Convictions, illegal substances and county lines Lesson 6: Personal safety, weapons and violence	Positive relationships This unit revisits positive and negative relationships from a legal standpoint. It also helps students to understand more about their menstrual and reproductive health. Your lessons: Lesson 1: Ethical and legal considerations in relationships (including marriage) Lesson 2: Legacies of sexual crimes including: harassment and stalking, coercive control and threatening behaviour in relationships Lesson 3 and 4: Revenge Porn documentary Lesson 5: Female Health Conditions including PCOS, PMS, and endometriosis Lesson 6: Contraception 1	Health and Ethics This unit develops previous knowledge around health conditions such as STIs, whilst also signposting students to where to get general health support as they grow up. It also discusses ethical elements relating to relationships. Your lessons: Lesson 1: Sexually Transmitted Infections in detail and stigma Lesson 2: Peer pressure and slutshaming Lesson 3: *catch up* Lesson 4: The Impact of Pornography Lesson 5: Independently monitoring health as you grow up	Healthy lives and relationships This unit revisits healthy behaviours and allows students to work together to create a programme for younger years on bullying and friendship. Your lessons: Lesson 1: Healthy Eating and Healthy Living Lesson 2: Mental Health – help and support Lesson 3 and 4: Developing a Friendship and Bullying programme for younger years Lesson 5: *catch up*

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Risky Behaviours and personal safety This unit revisits risky behaviours and supports students with how to manage influence and seek help with these issues. Your lessons: Managing Influence and help seeking in regards to: Lesson 1: Drugs Lesson 2: Vaping and smoking Lesson 3: alcohol and binge drinking Lesson 4: knife crime and gangs Lesson 5: VAWG and sexual violence Lesson 6: If War Comes to You (Red Cross programme)	Personal development This unit supports students to complete the IDEA Gold Award, focusing on digital literacy and careers. They continue to develop their knowledge of finance. Your lessons: Lesson 1, 2 and 3 and 4: working towards the IDEA Gold Award Lesson 5 and 6: Finance (including fraud)	Reproductive health This unit explores attitudes and information surrounding reproductive health, from parenthood to fertility. Your lessons: Lesson 1: Fertility Lesson 2: Pregnancy choices and abortion Lesson 3: Miscarriage Lesson 4: Parenting and long term commitments Lesson 5: Honour based abuse, virginity testing, hymenoplasty Lesson 6: Menopause and pelvic health	Health choices This unit explores some health choices that students will face as they grow older, and how they can make informed decisions for themselves. Your lessons: Lesson 1: gynecological health conditions including endometriosis Lesson 2: Physical activity, sleep and diet Lesson 3: Managing influences about health and wellbeing Lesson 4: Sunbeds, plastic surgery and tattoos Lesson 5: Adult vaccinations, how to treat infections, how to monitor health independently Lesson 6: Cancer awareness	Project Work This unit allows students to explore a topic of their own choosing. Your lessons: In these last lessons before Year 11 break up, they will work on a Citizenship Project which will focus on either crime prevention or politics and democracy.	

Appendix 4: Sixth Form Luminary and Ignite Programme Descriptor

Ignite is the Sixth Form enrichment programme. In Year 12 the curriculum encompasses careers and higher education, including information on apprenticeships, UCAS applications, and job applications; guest speakers on PSHCE related topics, as part of the Luminary Series of speaker workshops and presentations; a weekly timetabled PSHCE lesson as needed. In Year 13 the curriculum encompasses careers and higher education, including information on apprenticeships, UCAS applications, and job applications; a timetabled double lesson on Life Skills for Independent Living including cooking for independence, financial management, changing a tyre, registering with a GP etc; a weekly timetabled PSHCE lesson as needed.