



Relationships and Sex Education (RSE) Policy

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| Author/reviewer responsible: | Head of PSHE | Date of last review: | 07/24 |
| Reviewed by: | Head of Character Education and Deputy Head Pastoral | Date of authorisation: | 08/24 |
| Authorised by: | EdComm | Date of next review: | 07/25 |
| Applicable: | SPS | | |

This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to the policyquerv@stpaulsschool.org.uk

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1. Rationale and Ethos

1.1 Definition

St Paul's understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

1.2 Ethos

The aim of RSE at St Paul's is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It aims to teach what is acceptable and unacceptable behaviour in relationships, including how to constructively and positively develop intimate relationships.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect themselves and others. At St Paul's, we want to build our pupils' self-esteem and confidence in order to make good, positive decisions around sexual activity.

The school believes that knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way to allow scope for pupils to ask questions in a safe environment.

RSE should be underpinned by the school's wider values. It should also promote the importance of self-respect and self-worth.

St Paul's recognizes that parents and/or carers are key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

1.3 Aims

At St Paul's, the aims of Relationships and Sex Education (RSE) are as follows:

- To provide balanced and factual information;
- To enable pupils to make informed decisions and to react appropriately to different situations;
- To encourage pupils to consider the consequences of their actions;
- To encourage pupils to reflect upon their own emotional development;
- To stress the importance of considering the emotions and views of others;
- To emphasize the importance of good communication in relationships;
- To ensure pupils have a clear understanding of the legal framework, and the importance of consent.

1.4 Equality

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of that Act schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the requirements of SEND pupils when planning for the provision of RSE.

The school can 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. For example, the school could take positive action to support LGBTQ+ pupils if there was evidence they were disproportionately being subjected to bullying, abuse or harassment.

The school shall seek to be aware of contemporary issues such as 'everyday sexism', misogyny, homophobia and gender stereotypes and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.

1.4.1 Pupils with special educational needs and disabilities (SEND)

The school will ensure that RSE is accessible for all its pupils.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE. The School's SEND Policy includes information on the Roles and Responsibilities of Teachers: All colleagues, included those teaching PSHE/RSE, must be aware of this guidance.

1.4.2 Lesbian, Gay, Bisexual and Transgender (LGBTQ+)

In teaching RSE, St Paul's will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. The school will ensure that teaching is sensitive and age appropriate, and will fully integrate discussion of LGBTQ+ issues into all relevant parts of the broader RSE curriculum. RSE will be fully inclusive and relevant to those who identify as LGBTQ+.

2. Roles and Responsibilities

Ultimate responsibility for the school's RSE policy lies with the school governors. The school's policy on RSE is subject to review and approval by the Governors' Education Committee. Significant updates to the schools RSE provision are now also a standing item of the Governor's Safeguarding Sub-Committee.

In school, the Head of PSHE is responsible for the creation and implementation of the RSE Policy. The Head of Character Education will be responsible for the development and review of the policy.

Insofar as possible, St Paul's believes that RSE should be delivered by teachers who volunteer for the role and who have specialist skills and/or have been provided with appropriate training. However, St Paul's believes that teachers of all subjects can make valuable contributions to the delivery of RSE.

The Head of PSHE is responsible for ensuring that all teachers who deliver RSE are appropriately trained. All RSE lessons come with accompanying lesson plans with clear teacher guidance documents included. The Head of PSHE will provide appropriate training to all staff asked to deliver elements of RSE before such lessons commence.

3. Legislation (statutory regulation and guidance)

3.1 Context

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 states that pupils receiving secondary education must be taught RSE and Health Education from September 2020. The guidance gives schools freedom to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At St Paul's, the school has chosen to deliver RSE mainly as part of a timetabled PSHE program supplemented with various extra-curricular talks and activities.

This policy is also informed by PSHE Association Guidance, specifically 'Writing Your School's Relationships and Sex Education (RSE) Policy' (2018). The school will also consider the PSHE association's toolkits and resources as it develops its RSE content.

Further guidance was taken from the Sex Education Forum, especially their 'Whole School Approach RSE Audit Tool' and their various teaching resources.

The DfE published further draft Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for consultation in May 2024. Although not statutory from September 2024, this policy considers the direction of travel suggested in this draft guidance. Many proposed recommendations have already been considered, for example, the rights of parents to view RSE material used with their children.

3.2 Supporting Documents

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010](#); advice for schools
- [SEND code of practice](#): 0 to 25 years (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development)

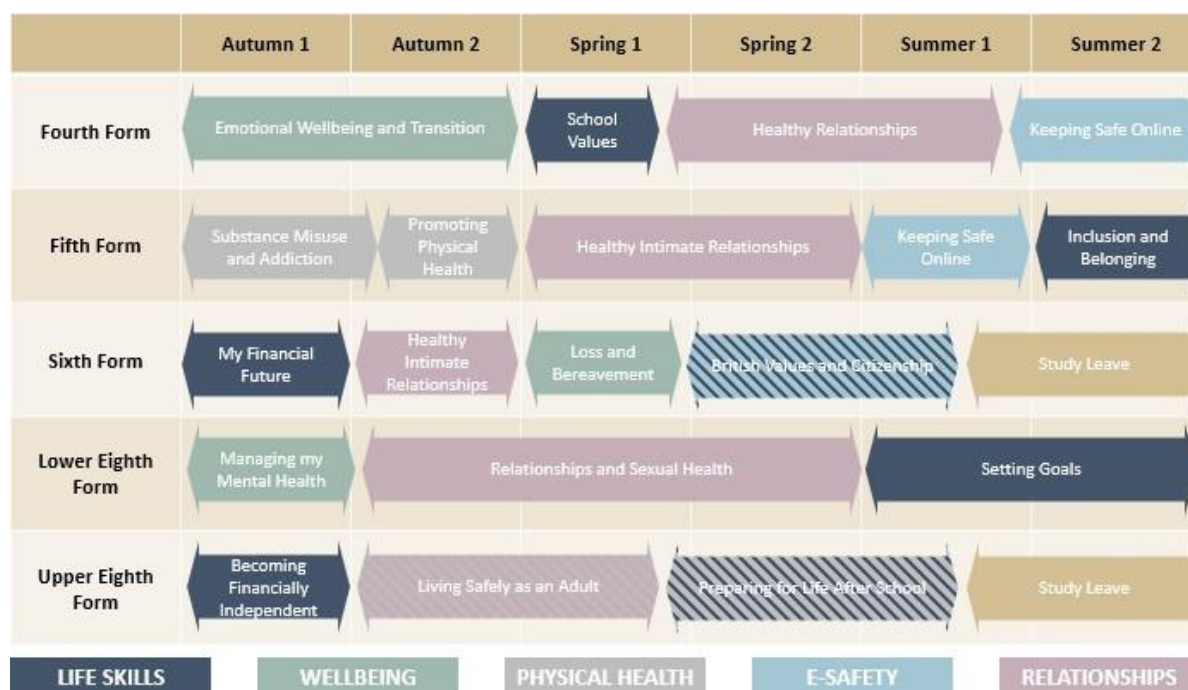
3.3 Other School Policies

The RSE Policy should be read in conjunction with the other following school policies:

- Safeguarding and Child Protection Policy
- PSHE Policy
- Mental Health and Wellbeing Policy
- SMSC Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

4. Curriculum Design

Most of the school's RSE content is delivered within the broader PSHE curriculum. The most up to date version of the Schemes of Work are held on the PSHE intranet page but an overview from the start of the academic year is included in the Appendix for convenience. All materials are reviewed by the Head of PSHE and DH (MH, WB & LS) before being shared with the department. All materials are standardised across the different colleagues teaching RSE. An overview of the topics taught in each year can be seen in the graphic below:



4.1 The Law

The school believes pupils benefit from knowing what the law says about sex, relationships and young people, as well as broader safeguarding issues: The RSE curriculum ensures pupils are aware of the relevant legal provisions when relevant topics are being taught.

5. Safe and Effective Practice

The school recognizes that for RSE to be safe and effective, certain 'ground rules' need to be understood by all those that take part. At the start of each section of RSE teaching, teachers and pupils will discuss these ground rules, which are also included at the start of every 'pupil-pack'. They include:

- An agreement on how potentially sensitive questions can be asked; this takes the form of an anonymous online form which is reviewed by the Head of PSHE and submissions discussed as the weekly PSHE department meeting.
- Discussion of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause;
- How teachers will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature;
- The promotion of 'distancing techniques' that encourage pupils not to personalize their questions or discussions.

Teachers should bring any non-urgent issues to the attention of the Head of PSHE. Any urgent and/or safeguarding issues should be immediately reported to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads in line with the school's Safeguarding and Child Protection Policy (see below).

6. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. When such concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these concerns with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

Ordinarily visitors will be discouraged from observing RSE lessons. Observations can be undertaken by an appropriate colleague (ordinarily the Head of PSHE) to ensure consistency of teaching and the safety of pupils.

Where visiting speakers are invited to deliver aspects of the RSE curriculum (for example the RAP Project), testimonials will be sought from other schools and the Head of PSHE will brief them in advance regarding the schools' safeguarding procedures. Visiting speakers will always be accompanied by a member of St Paul's staff when delivering RSE content. All visiting speakers are logged on the 'Visiting Speakers Register'.

7. Engaging Stakeholders

7.1 Parents, Guardians and Carers

St Paul's is committed to working closely with parents, guardians and carers to deliver high quality, meaningful RSE which prepares their children to have happy and healthy relationships now and in adult life.

The school recognises that parents, guardians and carers have the final decisions about their children's sex education: Parents have the right to withdraw their child from sex education at St Paul's up to three terms before their child turns 16 in line with government guidance. From that point onwards, if a pupil wishes to receive sex education, the school will make arrangements for this to happen before they turn 16. If they have already missed their timetabled sex education, this will usually take the form of a discussion with one of the school nurses or the Head of PSHE. A register of those pupils who have been withdrawn is kept on the PSHE Department Shared Drives.

When pupils are withdrawn from sex education, alternative arrangements will be made for these pupils which will ordinarily involve private study in the library.

The right to withdraw from lessons relates only to sex education, and not to the teaching of the biological aspects of human growth and reproduction necessary under IGCSE science.

There is no right to withdraw from the Relationships aspect of RSE as the government believes the contents of these subjects – such as family, friendship, safety (including online) – are important for all children to be taught.

At an appropriate point in the Autumn term, and before the commencement of any RSE teaching, the school will write to all parents explaining to them where they can find details of the PSHE and RSE curriculum and explaining how they can withdraw their children from elements of the RSE curriculum if they wish.

The school will consult with parents to ensure they have an opportunity to understand the purpose and content of the RSE curriculum. The school recognises that good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Parents have the right to view any of the teaching materials the school uses in the delivery of PSHE and/or RSE. Ordinarily, this would be via arrangement with the Head of PSHE and be facilitated by a virtual or face to face meeting.

If parents have any queries or wish to withdraw their child from RSE, they should contact the Head of PSHE in the first instance.

Alongside the pupil curriculum, the school provides a range of seminars for Parents, Guardians and Carers to help them engage with their children on the subject of RSE:

- Managing the Teenage Years
- Alcohol, Drugs and Parties
- Sexual Awareness and Behaviour

Bold Voices also offers information evenings for parents in conjunction with the talks which they give to the pupils in those year groups on respect, consent and the characteristics of healthy relationships.

7.2 Staff

Staff and especially tutors may benefit from knowing when pupils are covering key aspects of the RSE curriculum. The Head of PSHE will ensure staff can access up to date schemes of work for RSE on the school's intranet pages. Staff will also be given an opportunity to discuss and consult on the RSE policy ahead of any significant changes.

7.3 Governors

Department for Education guidance makes specific requests of Governors, alongside fulfilling their broader, legal obligations. Governors are required to ensure that:

- All pupils make progress in achieving the expected educational outcomes;
- RSE is well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that

- their child is withdrawn;
- RSE is well resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The school will enable Governors to fulfil these responsibilities by providing appropriate information to the Governor's Education Committee and Safeguarding Sub-Committee at regular intervals or as requested. Updates to RSE provision is now a standing item of the Safeguarding Sub-Committee. The Governor's Education Committee will review and agree this policy on behalf of the Governing Body.

8. Monitoring, Reporting and Evaluation

The Head of PSHE is ultimately responsible for ensuring the quality and consistency of RSE teaching. Where content is delivered by subject specialists, the Head of PSHE will visit lessons to ensure standards. Teachers will also be encouraged to reflect on practice at the PSHE department meetings.

Pupils will have opportunities to review and reflect on their learning during lessons at the end of a period of significant RSE teaching. Pupils will be invited to offer voluntary feedback via an anonymous online form as part of the regular whole school surveys. Pupils will also be encouraged to discuss the delivery of RSE at the relevant representative bodies including School Council and Year Group Forums and through other interested groups, such as the Values Committee.

The Head of PSHE is expected to report significant updates on the PSHE Curriculum to the school's Education Committee. Specific concerns or updates to the school's policy on the teaching of Relationships and Sex Education may also be considered at the Governor's Safeguarding Subcommittee.

9. RSE Policy Review Date

This policy will be reviewed by the Head of PSHE annually to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current Department for Education advice and guidance.

Appendix – PSHE Schemes of Work and Lesson Objectives

Note: The Schemes of Work are accurate for the start of the academic year but occasionally lessons will be added or edited to meet the needs of the pupils. The most up to date version of the curriculum will be held on the department intranet page that parents can view on request at any point.

Fourth Form

| 4th Form | Module | Week | Topic | Objectives |
|----------|------------------------------------|------|---|---|
| Autumn 1 | Emotional Wellbeing and Transition | 1 | Dealing with New Challenges | Pupils will be able to: <ul style="list-style-type: none"> • discuss the challenges young people might face as they move through adolescence • Consider ways to promote positive mental health to help manage these challenges • identify the range of opportunities and challenges young people might encounter as they move into adulthood • explain strategies to help manage these challenges • analyse how mental health and emotional wellbeing can change throughout life, often in response to external events |
| | | 2 | | |
| | | 3 | Promoting Emotional Wellbeing | Pupils will be able to: <ul style="list-style-type: none"> • understand what emotional wellbeing is and why it is important • identify ways to promote their own emotional wellbeing • can explain who, how and why to ask for support when it's needed • know how to be a supportive friend and how to promote my friends' wellbeing |
| | | 4 | Reframing Failure | Pupils will be able to: <ul style="list-style-type: none"> • explain what is meant by resilience • understand the role of resilience in success • understand what we mean by failure • can reframe and learn from failure |

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| Autumn 2 | | 5 | | |
| | | 6 | Recognising mental ill health | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety explain when and whom to tell if concerned for theirs or someone else's mental wellbeing describe the range of support available for those with emotional or mental health problems, including how best to access local services. |
| | | 7 | | |
| | | 8 | Personal Safety | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> identify strategies for staying safe at school, and while travelling to and from school |
| | | 9 | Something's Not Right - Safeguarding | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online explain when, why and how to report abuse and access appropriate support analyse challenges to seeking support and evaluate support available to overcome barriers |
| | | 10 | | |
| | | 11 | Factors Contributing to Physical Health | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> describe and evaluate the influence of social and environmental factors on health. identify ways in which societal changes can impact on health and health behaviours. |
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| Spring 1 | School Values | | | |
| | | 13 | Supporting Healthy Behaviours | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● explain ways a person can contribute to their own and others' personal health and wellbeing in different contexts. ● can suggest ways of promoting improved health at a community level. |
| | | 14 | Colet's Vision | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● explain who John Colet was and what he is known for; ● articulate why John Colet founded the school and what his vision for its students was; ● critically reflect on his vision and values and which they think still apply to students today. |
| | | 15 | The History of St Paul's | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● explain how and why St Paul's School came to be where it is today; ● explain who some of the famous Old Paulines are whose names appear around the school; ● critically reflect on how I might be affected by the history of St Paul's School. |
| | | 16 | Your Values | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● can articulate some of the things I want to have achieved by the time I leave SPS; ● can name the SPS values; ● can critically reflect on the importance of the values, what they mean to me and what they look like in action. |

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| | Healthy Relationships | 17 | Bullying | <p>Pupils will be able to:</p> <ul style="list-style-type: none">● Describe the meaning of bullying and cyberbullying and the impact it can have on an individual● Explore challenging scenarios and their appropriate responses● Explain where to seek support and advice on bullying/cyberbullying. |
| | | 18 | My Values in Relationships | <p>Pupils will be able to:</p> <ul style="list-style-type: none">● identify core values and explain how they help someone to make and stick to their decisions● explain what it means for an individual and a couple to be ready for sexual intimacy● explain or demonstrate how to communicate decisions assertively and confidently● identify and describe coercive or manipulative attempts to influence someone's decision making |
| Spring 2 | | 19 | Unhealthy Relationships | <p>Pupils will be able to:</p> <ul style="list-style-type: none">● identify different forms of abuse and describe possible effects on the victims of abuse● recognise that abuse in a relationship is always wrong, and that both men and women can be perpetrators and victims of abuse● identify the range of support available for those in abusive relationships and could confidently access this support for myself or others |
| | | 20 | Long Term Commitments | <p>Pupils will be able to:</p> <ul style="list-style-type: none">● describe the options available to people who wish to make a long term commitment |

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| | | | | <ul style="list-style-type: none"> • explain how a long term relationship can become legally binding • recognise the unacceptability of forced marriage and identify support for someone who may be at risk |
| | | 21 | Marriage | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • describe the legal rights of people in different forms of long-term commitments • explain why people might choose to marry and why marriage must be freely entered into • analyse different attitudes towards marriage |
| | | 22 | Parenting | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Describe the benefits of being in a committed, stable, positive relationship • Identify the rights, roles and responsibilities of parents with respect to raising children • Evaluate the characteristics of successful parenting |
| | | 23 | | |
| Summer 1 | | 24 | Consent | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise that the legal age of sexual consent in the UK is 16 and the law relating to consent • Recognise consent in terms of freedom, capacity and choice • Practice and explore how to ask and respond for consent using verbal and non-verbal language and body language, understanding that consent can be withdrawn • Identify myths about sex, sexual violence, rape and consent • Describe how to access local support services |

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| | | 25 | Sex and the Law | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Recognise the key reasons people have sex, what sexual acts are in the eyes of the law and that the legal age of sexual consent in the UK is 16 ● Describe what is meant by a 'position of trust' in relation to negotiating sexual consent ● Recognise that some types of unhealthy behaviours within relationships are criminal ● Describe why the law is there to protect you ● Recognise that laws relating to sex vary in different countries ● Describe how to access local support services |
| | | 26 | Pornography | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Develop critical thinking skills around viewing sexual media including pornography ● Recognise that there are diversity in bodies, relationships, sexual desires, gender and sexual identity that is not always represented through media and pornography ● Understand pornography and the law ● Develop skills to maintain healthy relationships |
| | | 27 | | |
| | Emotional Wellbeing | 28 | Managing Exam Stress | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Recognise the signs and symptoms of stress ● Understand how stress impacts exams ● Explore helpful and unhelpful ways of coping ● Find out where to go for additional support |

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| Summer 2 | | 29 | EXAMS | |
| Keeping Safe Online | 30 | Social Media | Pupils will be able to: <ul style="list-style-type: none"> define the terms wellbeing and social media outline a range of strategies to improve wellbeing (including how to use social media responsibly) explain the importance of balance in online and offline activities | |
| | 31 | Staying Safe Online | Pupils will be able to: <ul style="list-style-type: none"> evaluate the positives and negatives of exploring relationships online. compare different types of relationships online and describe their impact. identify how to get help if I'm worried about anything that's happened online. | |
| | 32 | Sexting | Pupils will be able to: <ul style="list-style-type: none"> identify the manipulative behaviours used to pressure someone into sharing an image, and a range of strategies to respond. identify when someone doesn't want to send an image and how a partner should respond to this. describe how someone might feel if they are being pressured to send an image, and what actions they could take. | |

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| | | 33 | Nudes | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • evaluate my own perceptions around nude image sharing in groups. • describe the impact non-consensual nude image sharing might have on a young person. • identify how to support a young person who is worried about images being shared or who has had their images shared non-consensually. |
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Fifth Form

| 5th Form | Module | Week | Topic | In this unit, pupils will learn |
|----------|--------------------------------|------|---|---|
| Autumn 1 | Substance Misuse and Addiction | 1 | Substance Misuse- Types of Drugs and Drug Class | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between prescription, over the counter and recreational drugs • Understand the dangers from different types of drugs, including mixing drugs • Explain how drugs are classified and what their classification means |
| | | 2 | New Psychoactive Substances | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Describe what new psychoactive substances are • Explain ways to stay safe in situations involving NPSs • Explore the range of external support available |

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| | | 3 | Alcohol; Risks and the Law | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Explain the physical, emotional and social risks of excessive alcohol use ● Understand the legal context around the consumption of alcohol ● Consider how portrayals of alcohol use in the media can be potentially harmful |
| | | 4 | Alcohol; Helping a Drunk Friend and Spiking | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Explore how alcohol consumption can become problematic and/or addictive ● Understand practical strategies for supporting a friend who has had too much to drink ● Understand 'drink' spiking and strategies to stay safe |
| | | 5 | Smoking, Vaping, Caffeine and Study Drugs | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Explore why some people choose to smoke and the risks/dangers associated with this decision ● Understand the specific risk of e-cigarettes and vaping ● Consider how caffeine and associated study drugs can pose dangers for health |
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| | | 7 | Supplements and Steroids | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Explain the main risks and side effects of common types of supplements ● Explain different types of steroids ● Discuss how steroids and other supplements link to broader debates about physical and mental health, including body image |
| Autumn 2 | | 8 | Addiction | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Understand the difference between addiction and substance misuse ● Recognise the early warning signs of addiction ● Know where to turn for external and internal support |
| | | 9 | Peer Pressure | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Consider how peer pressure might impact people's ability to make good choices regarding substance use ● Explore why it can be difficult to say 'no' in certain situations ● Reflect on their own views and opinions about the use of illegal substances |
| | Promoting Physical Health | 10 | The Importance of Sleep | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● explain the importance of sleep for wellbeing and brain function - particularly during adolescence. ● explain how lifestyle choices can affect sleep quality. ● describe a range of strategies for ensuring appropriate sleep patterns and suggest advice for those struggling to sleep. |
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| | | 12 | Dental Hygiene | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • describe good oral hygiene practices • explain the impact of diet and substance use on dental health • describe the differences between dentistry for health and cosmetic purposes • explain how to access NHS dental services and the importance of having regular check ups |
| | | 13 | Diet and Exercise | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • identify the benefits of maintaining physical health • explain how a range of factors can influence the health-related choices a person can make as they become more independent and how to manage these • identify potential barriers to making healthier choices and describe a range of strategies to reduce the impact of these |
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| Spring 1 | Healthy Intimate Relationships | 15 | Unhealthy Relationships | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • explain some of the features of healthy and unhealthy relationships; • explain how I might identify when these features are present; • know where to go if I feel I need to talk to someone about an unhealthy relationship. |
| | | 16 | Friends in Relationships | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • develop my ability to identify the warning signs of an unhealthy relationship; • have an understanding of the patterns of behaviour that can occur in unhealthy relationships; • have considered the different ways I can intervene or get help for a friend. |

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| Spring 2 | | | | |
| | | 17 | Sex, Sexual Rights and Sexual Relationships | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • articulate some of the different ways people define and reasons why people engage in sex; • critically reflect on the sexual rights of all people; • articulate why trust, honesty, respect and care are important to healthy sexual relationships. |
| | | 18 | Pleasure | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • think about the language that can be used to articulate experiences of pleasure; • understand that different people will experience different sources and kinds of pleasure; • have a greater understanding of the relationship between the body and pleasure and know where to find more information. |
| | | 19 | Consent 1 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • explain what consent is and why it is considered to be of such ethical importance; • articulate some of the signs that consent has or has not been given; • have a better understanding of the law in relation to sexual consent. |
| | | 20 | Consent 2 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • reflectively analyse different sexual situations and identify signs that consent has or hasn't been given; • carefully consider the different things that I or other people might want to know before consenting |

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| Summer 1 | | | | <p>to sexual activity;</p> <ul style="list-style-type: none"> • have a better understanding of the problematic nature of jokes and metaphors that invoke non-consensual sexual activity. |
| | | 21 | STIs and Contraception | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • have increased knowledge of what STIs are and how to identify them; • have increased knowledge of the kinds of contraception available and the different benefits/risks that come with them; • understand the main ways in which condom use can be unsuccessful. |
| | | 22 | | |
| | | 23 | Pregnancy Choices | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • know the three main options available to someone when they are pregnant; • describe some of the key facts about emergency contraception, abortion procedures, and abortion laws in the UK; • have considered what might factor into someone's decision to continue or not continue with a pregnancy. |
| | | 24 | Roles and Responsibilities of Parents | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • identify and explore some of the qualities, attitudes and values which positively contribute to parenting; • articulate the reasons some people choose to adopt or foster children; • describe some of the challenges of becoming a young parent. |
| | | 25 | The Effects of | <p>Pupils will be able to:</p> |

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| | | 26 | Pornography | <ul style="list-style-type: none">• have learned about the relevant laws surrounding pornography in England;• have considered the different ways pornography might misrepresent sex and healthy sexual behaviour;• understand the possible implications of high levels of porn usage. |
| | Keeping Safe Online | 27 | Online Presence | <p>Pupils will be able to:</p> <ul style="list-style-type: none">• Understand the importance of ensuring a positive and respectful presence online• Identify why it is important to act legally and responsibly online• Critically assess what we read and see online• Describe how information is stored and shared online• Identify online manipulation and know how to report it• Recognise harmful online behaviours and where to get help• Challenge unrealistic expectations and behaviours portrayed online |
| | | 28 | Gambling | <p>Pupils will be able to:</p> <ul style="list-style-type: none">• Identify risks and understand how to make• good decisions in risky situations, in particular as regards gambling.• Develop strategies to recognise and manage ‘impulsive’ behaviour.• Recognise unhealthy behaviours in others and develop strategies to help them.• Understand the role and influence of advertising and develop socially responsible messages around gambling. |
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| Summer 2 | | 30 | EXAMS | |

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| | Inclusion and Belonging | 31 | Valuing Diversity | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Explain the importance of respecting diversity ● Assess the impact of media, social media and actions on people's attitudes around diversity |
| | | 32 | Understanding and Preventing Extremism | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● distinguish violent extremism from legitimate behaviours in a democracy ● demonstrate the ability to advise someone who is worried about another's behaviour ● identify behaviours which contribute to community efforts to reduce the risk of violent extremism |
| | | 33 | Radicalisation | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● identify and explain techniques used to engage someone with an extremist group ● explain ways to respond if someone may be being radicalised |

Sixth Form

| 6th Form | Module | Week | Topic | In this unit, pupils will learn |
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| Autumn 1 | My Financial | 1 | How do I understand | <ul style="list-style-type: none"> ● Students will know the important information contained on a payslip ● Students estimate and calculate take-home pay for different jobs and different circumstances |

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| | Future | | payslips and deductions? | <ul style="list-style-type: none"> Students will understand the importance of checking payslips and ensuring deductions are correct |
| | | 2 | How do I stay in control of my money? | <ul style="list-style-type: none"> Students understand some different ways that companies and individuals try to influence spending and saving Students suggest ways to resist unwanted pressure to spend or save money Students know that being a critical consumer can help people make responsible spending and saving choices Students understand that someone's spending and saving choices may affect other people |
| | | 3 | How do I keep my finances secure? | <ul style="list-style-type: none"> Students can recognise certain frauds and scams Students know how to protect themselves and others from being caught out by frauds and scams |
| | | 4 | What are my consumer rights? | <ul style="list-style-type: none"> Students know some of the rights and responsibilities of consumers when buying goods and services Students can describe how to exercise both rights and responsibilities as a consumer of goods and services Students understand that people who are selling goods and services do so to make money, and that it is the consumer's responsibility to find out as much as possible before making a choice |

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| | | 5 | How can I plan for my retirement? | <ul style="list-style-type: none"> Students will know there are different ways to save for the long term and for their retirement, and the key facts about contributing to and benefiting from a pension, including through National Insurance contributions Students will use their skills as critical consumers to compare different options for long-term saving, including pensions, that they and other people may need in the future Students will understand the potential consequences for later in their life if they do not make long-term financial plans when they are young, including the relationship between National Insurance contributions and the State Pension |
| | | 6 | When might I need insurance? | <ul style="list-style-type: none"> Students will know that certain types of insurance are a legal requirement and that others are voluntary Students will assess different types of insurance they and other people may need in a range of circumstancesStudents will appreciate the role insurance can play in maintaining their financial and emotional security and that of others around them, e.g. car insurance |
| | | 7 | How can my money choices affect my mental wellbeing? | <ul style="list-style-type: none"> Students will understand the effect of their money choices on their own and others' mental wellbeing Students will understand the possible consequences of gambling and debt Students know about 'money mule' schemes and how to avoid them |
| Autumn 2 | Healthy Intimate Relationships | 8 | Family Conflict | <p>Pupils will learn</p> <ul style="list-style-type: none"> about the links between emotional wellbeing and relationship conflict, and the implications of this to further develop the understanding and skills to negotiate relationship conflicts safely and effectively |

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| | | 9 | Long Term Commitments | <p>Pupils will learn:</p> <ul style="list-style-type: none"> about different types of commitment and why many people value commitment in relationships |
| | | 10 | Sexual health, fertility and routes to parenthood | <p>Pupils will learn:</p> <ul style="list-style-type: none"> about ways to promote sexual health and prevent unplanned pregnancy, how fertility changes over time, and the different routes to becoming a parent |
| | | 11 | | |
| | | 12 | Pregnancy Outcomes | <p>Pupils will learn:</p> <ul style="list-style-type: none"> about the possible outcomes in the event of an unplanned pregnancy |
| | | 13 | Pregnancy Choices: Abortion | <p>Pupils will learn:</p> <ul style="list-style-type: none"> about the laws related to abortion and support available |
| | | | MOCKS | |
| Spring 1 | Loss and Bereavement | 14 | Loss and Bereavement - Section 1 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> explore and understand the feelings associated with grief and the impact of bereavement on a young person |
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| | | 16 | Loss and Bereavement - | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> explore how to support a bereaved friend |

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| | | 17 | Section 2 | |
| Spring 2 | British Values and Citizenship | 18 | Critical Thinking and Fake News | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • To understand how to spot fake news • To explore the damaging consequences of fake news • To understand why critical thinking is important |
| | | 19 | What is a cult? | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • To define the word 'Cult' • To explain why people might be attracted to these groups and some of the dangers of these groups • To evaluate the difference between a cult and a religion |
| | | 20 | Exploring Britishness | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • To define the different British values • To understand the importance of promoting British Values • To understand where our sense of identity comes from and why it is important to have a sense of belonging |
| | | 21 | LGBTQ+ Rights | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • To define homophobia and give examples of it in UK society • To explore how British values can be used to combat homophobia • To evaluate how far the UK has come in tackling various forms of discrimination |

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| | | 22 | Human Rights | <p>Pupils will be able to:</p> <ul style="list-style-type: none">● To define what Human Rights are● To explore how Human Rights came about● To evaluate how we can protect Human Rights in the modern world |
| Summer 1 | | 23 | Exploring Human Rights | <p>Pupils will be able to:</p> <ul style="list-style-type: none">● To explore how Human Rights are protected against in the UK● To understand the two categories of Human Rights● To evaluate some of the issues that arise when Human Rights come into conflict |
| | | 24 | Combating Extremism | <p>Pupils will be able to:</p> <ul style="list-style-type: none">● To define the terms extremism, terrorism and radicalisation● To understand the different types of extremism● To understand how extremist views can lead to acts of terrorism |
| | | | 27 | STUDY LEAVE |
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Lower Eighth Form

| L8th Form | Module | Week | Topic | Learning Objectives: |
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| Autumn 1 | Managing My Mental Health | 1 | Building Resilience | <ul style="list-style-type: none"> I can identify and assess strategies that will support my mental wellbeing to manage any pressures due to current and future study. I can set goals to support my mental health alongside my study goals. |
| | | 2 | Common Mental Health Issues and Strategies to | <ul style="list-style-type: none"> I am insightful to the range of common mental health issues individuals may encounter and can analyse and evaluate a range of strategies to manage these. |

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| | | | Help | |
| | | 3 | Prioritising my Mental Health | <ul style="list-style-type: none"> I am self-aware of my own mental health and can prioritise support strategies as appropriate. |
| | | 4 | Managing Mental Health at University and Work | <ul style="list-style-type: none"> I can articulate my hopes and fears about the changes I am likely to encounter and set goals for managing the changes I am likely to experience. I can infer from past changes I've experienced how I might manage these future changes and plan accordingly. |
| | | 5 | Suicide Prevention | <ul style="list-style-type: none"> I can critically reflect on possible reasons and influences why some people choose to take their own life and the intensity of the feelings and emotions involved, so that I can potentially recognise these in myself and others. |
| | | 6 | | |
| | | 7 | Young Men and Suicide | <ul style="list-style-type: none"> I can sensitively discuss the impact of suicide and hypothesise on why young men can be a higher-risk group in relation to suicide. I can suggest appropriate ways for anyone contemplating taking their own life to access support. |
| Autumn 2 | Relationships and Sexual Health | 8 | Is this love or lust? | <ul style="list-style-type: none"> I can discuss healthy and pleasurable intimate relationships and know the difference between love and lust. I can discuss some issues that make relationships unhealthy/unsafe. I can explain that intimate relationships move through different stages depending on a wide range of factors. |
| | | 9 | Managing Strong Feelings in a | <ul style="list-style-type: none"> I can understand the strong emotions that can be experienced in relationships and can propose ways to manage them. |

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| | | | Relationship | |
| | | 10 | Ending a Romantic Relationship Respectfully | <ul style="list-style-type: none"> ● I can assess a range of intimate relationship scenarios and determine if the relationships should be saved or not. ● I can evaluate ways to end an intimate relationship safely and respectfully and know which ways I would prefer to use if needed. ● I can recommend healthy and safe ways to manage any negative fallout from ending a relationship. |
| | | 11 | Influence of Faith and Culture in Relationships | <ul style="list-style-type: none"> ● I can challenge myself and others to become more insightful, respectful and supportive of different cultures and faiths. ● I can hypothesise on the positive outcomes that could result from strong inter-cultural and inter-faith relationships. |
| | | 12 | Coming out as LGBTQ+ | <ul style="list-style-type: none"> ● I can appraise a range of factors when someone chooses to come out as LGBTQ+. ● I can appreciate it's a personal choice to come out and that the coming out process is unique to individuals. |
| | | 13 | Respectful and Assertive Communication in Relationships | <ul style="list-style-type: none"> ● I am able to manage a range of relationships using tact, diplomacy, negotiation and compromise. ● I can discern which assertive communication techniques are best suited to me and my relationships. |
| Spring 1 | | 14 | Managing Changes in Relationships When Starting University or Work | <ul style="list-style-type: none"> ● I can propose ways that my existing relationships may change when I start Uni or get a job, and can suggest ways to manage this positively. ● I can determine appropriate, safe and healthy ways to develop new relationships at Uni or at work, and can manage pressure to conform when it risks my health or personal safety. |

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| Spring 2 | | 15 | Managing Challenging Relationships at Work | <ul style="list-style-type: none"> I can assess different strategies for managing a challenging work relationship and suggest which might be useful to me now or in the future. |
| | | 16 | Online Dating | <ul style="list-style-type: none"> I can evaluate the positives and negatives of online dating and can propose ways to minimise harm and mitigate risk with this form of dating. |
| | | 17 | Understanding Gender Diversity | <ul style="list-style-type: none"> I am developing a sense of my gender and appreciate that it sits somewhere on a spectrum of gender within the population. I know about the specific laws that protect and support trans identities. I know where to access advice and support about gender issues. |
| | | 18 | Understanding Sexuality and Sexual Orientation | <ul style="list-style-type: none"> I am developing an awareness of my own sexual orientation and appreciate that it sits somewhere within a spectrum of sexuality. I know where to access support about sexual orientation or being LGBTQ+. |
| | | 19 | Pregnancy and Young Parenthood | <ul style="list-style-type: none"> I can critically discuss the implications of pregnancy choices, the impact of young parenthood, decisions relating to having children and the support available. |
| | | 20 | Sexual Health and STIs | <ul style="list-style-type: none"> I can confidently take responsibility for my sexual health including minimising the risk of contracting a sexually transmitted infection. I am aware of the steps to take and where to get support if I have concerns about my sexual health. |
| | | 21 | | |
| | | 22 | Contraception | <ul style="list-style-type: none"> I can discuss and negotiate contraceptive choices with understanding and diplomacy. I am fully aware of the full range of contraception, appropriateness and effectiveness of each and |

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| | | 23 | Choices | where to access it. |
| Summer 1 | Setting Goals | 24 | Goal Setting and Contingency Planning | <ul style="list-style-type: none"> I can set goals to effectively manage my learning and life in the short to medium term. I am able to adapt goals and have strategies in place to help me when things don't go according to plan. |
| | | 25 | Staying Motivated | <ul style="list-style-type: none"> I appreciate that my level of motivation will vary over time and I have strategies to help maintain my tenacity and motivation to help me reach my goals. |
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| | | 27 | Building a Positive Online Profile | <ul style="list-style-type: none"> I can effectively appraise my digital footprint and can take action to ensure it reflects an accurate and positive personal profile. I can protect my online identity and reputation. |
| | | 28 | Preparing to Drive | <ul style="list-style-type: none"> I can differentiate between safe and unsafe driving /passenger behaviours. I understand some personal, social and legal consequences associated with unsafe driving. I understand the responsibilities, benefits, risks, financial and legal implications associated with driving. |
| Summer 2 | | 30 | EXAMS | |
| | | 31 | Universities and Careers lessons are provided to pupils during their PSHE lessons during 5 consecutive weeks at some point during the year | |
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Upper Eighth Form

| U8th Form | Module | Week | Topic | In this unit, pupils will learn |
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| Autumn 1 | Becoming Financially Independent | 1 | When might I need to borrow money? | <ul style="list-style-type: none"> Students understand why it is important to plan ahead and use saving and borrowing carefully to manage money well Students understand the need to search for the most suitable financial products and that they must always read the small print before signing a contract |
| | | 2 | How can I plan for the unexpected? | <ul style="list-style-type: none"> Students understand that it is important to plan ahead, managing money in response to key life events both planned and unplanned Students understand they must be responsible for managing financial risks and temptations in everyday life |
| | | 3 | How will my education and job choices affect my | <ul style="list-style-type: none"> Students will know the relationship between education, training, jobs and income and their link to life goals Students will understand the role financial planning plays in achieving personal goals Students create financial plans to help meet current and future goals, including for when they are unable to work |

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| | | | finances? | |
| | | 4 | How can I understand financial risks and rewards? | <ul style="list-style-type: none"> • Students can identify some risks and rewards when saving, investing, borrowing or gambling • Students know that if someone is taking risks with money, they need to manage the risks carefully and be prepared for any negative consequences • Students can make informed decisions about financial risks and describe what might happen if things go wrong or get out of hand |
| | | 5 | Where can I get financial guidance? | <ul style="list-style-type: none"> • Students will know how, where and when to find guidance around current and future financial circumstances • Students will demonstrate how to access, assess and evaluate different types of financial guidance, such as banks, Citizens Advice, independent financial advisors • Students will understand there are important differences between regulated and unregulated, free and paid-for sources of financial guidance and information, and can reflect on the advantages and disadvantages of each |
| | | 6 | How can I avoid identity theft and fraud? | <ul style="list-style-type: none"> • Students will understand the difference between identity theft and fraud • Students will know about different types of identity theft and fraud • Students will stay informed about the changing nature of identity theft and fraud so they can stay one step ahead • Students will understand it is their responsibility to protect themselves from identity theft and fraud and their financial and emotional impact |
| | | 7 | How can my money choices affect my mental wellbeing? | <ul style="list-style-type: none"> • Students will understand the effect of their money choices on their own and others' mental wellbeing • Students will understand the possible consequences of gambling and debt • Students know about 'money mule' schemes and how to avoid them |

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| Autumn 2 | Living Safely as an Adult | 8 | Alcohol Misuse; Personal and Social Consequences | <ul style="list-style-type: none">I can explain how alcohol misuse can adversely affect an individual and their community and suggest ways to mitigate this harm. |
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| | | 10 | Gangs and Organised Crime | <ul style="list-style-type: none">I can evaluate the risks and consequences of being involved in gangs and organised crime.I know how to access support if I am concerned about gang culture and wish to exit safely. |
| | | 11 | The Community Impact of Organised Crime | <ul style="list-style-type: none">I can critically reflect on some of the community impacts that result from gang culture, knife crime and organised crime. |
| | | 12 | De-escalating Aggressive Situations | <ul style="list-style-type: none">I can evaluate different strategies for de-escalating aggressive situations and can determine which would be appropriate to use in which circumstances |
| | | 13 | | |
| | | 14 | Managing Emergency Situations | <ul style="list-style-type: none">I can be decisive in emergency situations and take the appropriate steps to mitigate risk to myself and others. |
| Spring 1 | | 15 | Personal Safety in Relationships | <ul style="list-style-type: none">I can assess my relationships and take steps to ensure my safety.I recognise a range of situations that indicate lack of safety and am aware of sources of support. |
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| | | 17 | Travel Safety | <ul style="list-style-type: none">I can effectively appraise a range of travel situations to assess their safety or otherwise. |

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| Spring 2 | Preparing for life after School | 18 | | <ul style="list-style-type: none"> I am aware of my responsibilities as a traveller. |
| | | 19 | Preparing to Live Independently | <ul style="list-style-type: none"> I can demonstrate my understanding of a range of practical skills that will help me live independently in a way that supports my health and wellbeing. |
| | | | MOCKS | |
| | | 20. | Managing Exam Stress | <ul style="list-style-type: none"> I can assess situations where stress related to study may be more challenging to manage. I can appraise strategies that may be useful to me in these situations and can create a mental health plan to help me manage these situations more effectively. |
| | | 21 | Consumer Rights | <ul style="list-style-type: none"> I can exercise my consumer rights, including resolving disputes and accessing appropriate support. I can challenge poor customer service respectfully and assertively. |
| | | 22 | Young Adult Illnesses | <ul style="list-style-type: none"> I am aware of the illnesses that can be more prevalent in young adults and can take steps to minimise harm to myself and others. |
| | | 23 | Staying Healthy on a Budget | <ul style="list-style-type: none"> I know the components of a healthy diet and how I can maintain this on a budget. |
| | | 24 | Keeping Physically Healthy at University | <ul style="list-style-type: none"> I can identify ways I can maintain my physical health while balancing my study needs. I can set appropriate and manageable health goals. |

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| Summer 1 | | 25 | PRIVATE STUDY/STUDY LEAVE |
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