



# Holte School

## Relationships and Sex Education (RSE) Policy

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| <b>Lead member of staff:</b>                                  | Mrs R Chowdhury       |
| <b>Legislation Status: (Statutory/Non-Statutory)</b>          | Statutory             |
| <b>Local Authority Model Policy or School Written Policy:</b> | School Written Policy |
| <b>Required on school website:</b>                            | No                    |
| <b>Revision Date:</b>   | June 2025             |
| <b>Date Ratified by Full Governing Body</b>                   |                       |
| <b>Signed by Chair of Governors:</b>                          |                       |

## **1. Introduction**

1.1 This policy outlines for all stakeholders the key elements of Relationships and Sex Education (RSE) delivery at Holte School. All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define relationships and sex education
- Describe how relationships and sex education is provided and who is responsible for providing it
- Explain how relationship and sex education is monitored and evaluated
- Include information about parents' rights to withdrawal
- be reviewed annually in consultation with all stakeholders

## **2. Defining Relationships and Sex Education (RSE)**

2.1 Relationship and Sex Education (RSE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexuality, sexual intimacy, dealing with emotions and managing personal relationships. RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

2.2 RSE teaches children to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices and understand the importance of caring and loving relationships. As such it has a significant role to play in a child's social, moral, spiritual and cultural development.

2.3 RSE makes an essential and significant contribution to safeguarding children during their school-age years and into the future. RSE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enable them to take increasing responsibility for their own health and wellbeing and that of others.

2.4 "Effective sex and relationships education is essential if young people are to make responsible and well informed decisions about their lives. School provides a setting in which young people can be offered appropriate RSE. The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and by helping them to understand themselves, respect others and form and sustain healthy relationships."

### **3. Aims and objectives**

3.1 The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

3.2 The Holte RSE policy therefore has the following aims:

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationship with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop pupils' skills for a healthier and safer lifestyle;
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To ensure pupils know how to keep themselves safe when using social media;
- To provide a description of how RSE is delivered, monitored and evaluated in school;
- To help pupils learn to respect and care for their bodies;
- To prepare pupils for puberty and adulthood;
- To help pupils learn how to gain access to information and support.

3.3 At the end of Key Stages 3 and 4 pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships. Such areas can be revisited in Key Stage 5 to reinforce knowledge, respect and responsibility.

3.4 Through exploring and challenging attitudes and values, our students can be helped to develop a positive attitude to sexual health and well-being through:

- developing a positive values and moral framework that will support their decisions, judgements and behaviour
- developing a critical awareness of value systems represented in the media and amongst peers
- recognising and challenging prejudice, discrimination and bullying as harmful and unacceptable
- understanding that sexual intimacy involves strong emotions, and should involve a sense of respect
- for one's own and other's feelings, decisions and bodies.
- understanding that all rights come with responsibilities and all actions have consequences.
- valuing truth, freedom, justice, human rights, the rule of law and collective effort for the common

- good. In particular valuing families as a source of love and support for all their members, and as the
- basis of a society in which people care for others.

3.5 At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – 3, 6, 12, 18, 21, 24, 27, 34, 36, 39.

## **4. Policy development and review**

4.1 This policy was drafted by Assistant Headteacher, Pastoral in conjunction with all stakeholders. Parents/carers are also able to view the policy via the school prospectus. The policy was disseminated to all teaching and non-teaching staff so that they were able to provide feedback. The policy was then ratified by the governing body.

4.2 The RSE policy will be monitored and reviewed annually by key senior staff. Any review of the policy will take into consideration the needs of pupils and national advice and guidance.

4.3 All children are entitled to exceptional quality RSE that meets their needs. Holte will involve its pupils from Years 7-13 in having a say in developing RSE practice. RSE will be audited and reviewed regularly to ensure that it meets the needs of the pupils at Holte.

4.4 The Relationship and Sex Education Policy is linked to the following policies and legislation:

- Safeguarding Policy
- The Equality Act 2010
- Keeping Children Safe in Education
- Behaviour Policy
- Anti-Bullying Policy
- Online safety Policy
- Relationships education, RSE and PSHE DfE 2017
- SMSC Policy
- Relationships and sex education (RSE) and health education (2021)
- Framework of PSHE & Citizenship (NC 2000)
- National Healthy Schools Standard Guidance
- OFSTED Report on SRE (2002)
- Review of sexual abuse in schools and colleges, Ofsted 2021

## **5. Implementation of this policy**

5.1 The delivery of relationships and sex education is factual, sensitive and balanced, not judgemental. RSE encourages in pupils a heightened awareness of the significance of family life, marriage and stable and loving relationships. The personal beliefs and attitudes, including religious beliefs, of teachers will not influence the teaching of sex and relationship education in Holte.

5.2 All those who teach aspects of RSE within Holte are expected to be guided by the following values framework. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

5.3 The organisation and delivery of Personal, Social, Health education, (PSHE) including relationships and sex education via the school SMSC programme is coordinated by the Deputy to the Assistant Headteacher, Pastoral overseen by the Assistant Headteacher, Pastoral. The key curriculum aspects of RSE are coordinated by the Heads of Science and Religious Education, although other moral aspects of RSE may be discussed as issues in a number of other curriculum areas. This is outlined in the school's SMSC curriculum audit.

5.4 A team of staff have received training by Umbrella Sexual Health Services to allow them to confidently deliver RSE sessions to Holte pupils. Training is updated annually. A representative from the school Governing Body has responsibility for overseeing RSE at Holte School. The Deputy to the Assistant Headteacher, Pastoral has completed enhanced training so that they can fulfill their role effectively.

5.5 Pupils are taught in mixed ability groups and may be taught in mixed or single gender groups depending upon the nature and sensitivity of the topic. Support for individual pupils and groups, information and signposting advice can be offered by Year Coordinators and by the school nursing team.

5.6 Visitors to Holte, such as health professionals and members of voluntary organisations, may be invited to contribute to RSE sessions. They will be given a copy of this policy and will be expected to work within the values framework described within. A teacher will always be present during the session and an organisation form will be completed and the DSL will be informed prior to the session. Prior to agencies attending the school, the Deputy to the AHT

Pastoral and Year Managers ensure that:

- Appropriate checks have been made.
- Their input is integrated within a planned programme.
- Appropriate planning sheets/lesson plans have been produced.
- School/Class background information has been issued.
- Resources have been checked for suitability.
- Confirmation of dates and times have been confirmed in writing.
- An evaluation process has been agreed.

5.7 A wide range of resources are available to teachers to support the delivery of RSE. The Deputy to the AHT Pastoral and AHT-Pastoral have materials which can be borrowed and Birmingham Health Education Service provide a library of resources that can be booked and delivered to the school.

5.8 The school will inform parents/carers when aspects of the RSE programme are taught. From September 2020, they will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Parents will be able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education up to and until three terms before the age of 16. In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education rather than be withdrawn, we will make arrangements for this to take place.

5.9 Following all SMSC days the Deputy to the Assistant Headteacher, Pastoral will issue a letter to all parents informing them of the content of the lessons. This will include a signpost to additional resources, including sources of support.

5.10 Students will be made aware that not all information can be held confidentially and that if certain disclosures are made then action must follow in line with the school's safeguarding procedures. Nevertheless, students will be offered sensitive and appropriate support.

5.11 The effectiveness of this policy and its impact will be evaluated throughout the academic year. This will be led by the AHT Pastoral and the Deputy to the AHT Pastoral, in conjunction with Year Managers and students.

## **6. Equal Opportunities**

6.1 All pupils are entitled to receive relationship and sex education regardless of ability, gender, race, religious belief or grouping. Through relationship and sex education we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

6.2 Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. All bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter in line with the school's anti-bullying policy.

6.3 Holte School will take positive steps to eradicate homophobia as a motivator for bullying. Through SMSC lessons and subjects such as Religious Studies work will include discrimination; social injustice and respecting diversity, with specific reference to the human rights of gay, lesbian and bisexual people. Homophobicbullying at school is neither trivial nor acceptable. Holte will support all students in a positive manner observing the protected characteristics of the Equality Act 2010

6.4 Holte School is an inclusive organisation. Students with special educational needs and Disability will, wherever possible, follow the main stream curriculum and may have supporting lessons from a teaching assistant. The students' opinions will be sought and valued as with all students. Appropriate interventions will be made to enable the school to handle SEN as appropriate on an individual basis.

## **7. Safeguarding and Confidentiality**

7.1 Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue. If this happens staff should follow the guidance in the Holte child protection policy and utilise the CPOMS system to report their concern. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

7.2 The School Nursing team and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is a serious risk of harm would the health professional follow LA child protection procedures and breach the young person's confidentiality. When the school nurse sees pupils on a one to one basis she will follow these professional guidelines. In PSHE sessions, however, he/she must follow the same guidelines as teachers.

7.3 RSE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside of school. Knowledge of sources of local help and support should prevent the need for students to seek help from a teacher for their personal and health needs. By law teachers are not allowed to give individual or personal advice. They may offer advice, but only to a group with reference to legal situation and the aspect of sexually transmitted diseases. However, students should be educated as to the other sources of advice and support.

7.4 There may be occasions when a teacher learns that a student under 16 is having or contemplating sexual intercourse. In this case the teacher should:

- Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this.
- Encourage the student to talk to a parent/carer.
- Decide whether there are child protection issues: underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the pupil is under thirteen years of age, there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case with the DSL for Child Protection.

7.5 Students may raise any questions or concerns or in person, or confidentially at any point. This may be through the school's Whisper reporting service, or by using ePraise. All referrals are monitored by the school's DSL team.

## Appendix One: Programme of Study for RSE

| Year 7 | Day 1: PSHE - Relationships  | Day 2: Citizenship - Democracy & Justice   | Day 3: PSHE -Health and Wellbeing   | Day 4: Citizenship - Rights & responsibilities   | Day 5: PSHE - Living in the wider world  | Day 6: Citizenship - Identities & diversity   |
|--------|--|--|---|--|--|---|
|        | <ul style="list-style-type: none"> <li>-Anger management</li> <li>-Friendship</li> <li>-Peer pressure</li> <li>-Bullying</li> <li>-Childline</li> <li>-Responsible use of ICT</li> <li>-Philosophy for children: Growth-mindset</li> </ul>                   | <ul style="list-style-type: none"> <li>-What is democracy?</li> <li>-The criminal justice system</li> <li>-Active Citizenship: local charity</li> <li>-Philosophy for children</li> <li>-The youth justice system</li> <li>-Political systems</li> <li>-The European Union</li> </ul>  | <ul style="list-style-type: none"> <li>-Personal hygiene</li> <li>-Physical Activity</li> <li>-Eating healthily</li> <li>-Personal safety</li> <li>-Puberty</li> <li>-First Aid</li> </ul>  | <ul style="list-style-type: none"> <li>-Human Rights (inc SDG)</li> <li>-Freedom of speech</li> <li>-Young people who changed the world</li> <li>-Sustainable development goals</li> <li>- My role in climate change</li> <li>-World issue: Deforestation</li> </ul> | <ul style="list-style-type: none"> <li>-What is Britishness?</li> <li>-Ipeace</li> <li>-Human and legal rights</li> <li>-Volunteering</li> <li>-Prejudice and discrimination</li> <li>-Philosophy for children</li> </ul>                                    | <ul style="list-style-type: none"> <li>-Globalisation</li> <li>-Fairtrade</li> <li>-Raising awareness of other cultures</li> <li>-Subcultures</li> <li>-Migration</li> <li>-Case study: Kinder-transport</li> </ul> |
| Year 8 | Day 1: PSHE -Living in the wider world   | Day 2: Citizenship - Rights & responsibilities   | Day 3: PSHEe -Health and Wellbeing  | Day 4: Citizenship - Identities & diversity  | Day 5: PSHE - Relationships  | Day 6: Citizenship - Democracy & Justice  |
|        | <ul style="list-style-type: none"> <li>-Money: ethical and moral dilemmas</li> <li>-Enterprise</li> <li>-Financial capability</li> <li>-Debt / Gambling</li> <li>-Consumer and employee rights</li> <li>-CASCAiD</li> <li>-A history of terrorism</li> </ul> | <ul style="list-style-type: none"> <li>-The media: rights and responsibilities</li> <li>-Rights and legal entitlements of citizens at differing ages</li> <li>-World issue: The Conflict in Syria</li> <li>- Active citizenship: how can I change the world?</li> <li>-Active citizenship – international charities</li> </ul> | <ul style="list-style-type: none"> <li>-Self-esteem</li> <li>- The influence of the media</li> <li>-Eating disorders</li> <li>-Alcohol &amp; drugs</li> <li>-Tobacco</li> <li>-Personal hygiene</li> <li>-First Aid</li> <li>-Physical Activity and personal wellbeing</li> <li>-Personal safety</li> </ul> | <ul style="list-style-type: none"> <li>-Discrimination and prejudice</li> <li>-Social media: safe and responsible.</li> <li>-Stereotypes</li> <li>-Diversity and identity</li> <li>-Celebrating our community</li> <li>-Growth-mindset</li> <li>-Pathways</li> </ul> | <ul style="list-style-type: none"> <li>-Marriage and civil relationships</li> <li>-Divorce &amp; bereavement</li> <li>- Grooming</li> <li>-Homophobia, transphobia</li> <li>-Parenting</li> <li>-Trafficking</li> <li>-Teenage relationship abuse</li> </ul> | <ul style="list-style-type: none"> <li>-What is devolution?</li> <li>-Regional and local government</li> <li>-Globalisation</li> <li>-Fairtrade</li> <li>-Raising awareness of other cultures</li> </ul>            |

| Year 9  | Day 1: PSHE - Relationships   | Day 2: Citizenship - Identities & diversity   | Day 3: PSHE - Living in the wider world  | Day 4: Citizenship - Rights & responsibilities   | Day 5: PSHE - Health and Wellbeing   | Day 6: Citizenship - Democracy & Justice   |
|---------|---|---|--|--|--|--|
|         | <ul style="list-style-type: none"> <li>-STIs</li> <li>-Contraception</li> <li>-healthy/unhealthy relationships (incl. sexual orientation, faith views)</li> <li>-Sex and the law</li> <li>-CSE</li> <li>-Forced and arranged marriages and honour based violence</li> <li>- FGM</li> </ul>    | <ul style="list-style-type: none"> <li>-Celebrating ethnic minorities eg. Black History Month</li> <li>-Campaign / pressure groups (positive &amp; neg)</li> <li>-Separation &amp; apartheid</li> <li>-LGBT community inc Stonewall</li> <li>-What makes you British?</li> <li>-Controversial issues: what is extremism?</li> </ul> | <ul style="list-style-type: none"> <li>-Email and internet skills</li> <li>-Pathways</li> <li>-CASCAiD</li> <li>-KS3/KS4 transition</li> <li>-Growth mind-set</li> <li>-Personal branding</li> <li>-CVs and covering letters</li> </ul>  | <ul style="list-style-type: none"> <li>-Financial capability</li> <li>-Budgeting</li> <li>-The functions and use of money</li> <li>-The global economy</li> <li>-Rich world, poor world</li> <li>-World issue: Tax dodging</li> </ul>  | <ul style="list-style-type: none"> <li>-Mental &amp; emotional wellbeing</li> <li>-Anti-social behaviour</li> <li>-Crime and the law</li> <li>-Extremism &amp; radicalisation: Pathways</li> <li>-Online safety</li> <li>-Guns, gangs and knife crime</li> <li>-</li> </ul>  | <ul style="list-style-type: none"> <li>-Pressure groups</li> <li>-Globalisation</li> <li>-Joint Enterprise</li> <li>-Stop and search</li> <li>-Case study: Brexit</li> <li>-Socialism, communism, capitalism</li> <li>-What immigration crisis?</li> </ul>   |
| Year 10 | Day 1: PSHE - Health and Wellbeing  | Day 2: Citizenship - Identities & diversity   | Day 3: PSHE - Relationships  | Day 4: Citizenship - Rights & responsibilities   | Day 5: PSHE - Living in the wider world  | Day 6: Citizenship - Democracy & Justice   |
|         | <ul style="list-style-type: none"> <li>-Alcohol</li> <li>-Drugs &amp; tobacco</li> <li>-Monitoring your own health incl. risks (fabricated &amp; induced illness)</li> <li>-Illnesses support and prevention</li> <li>-Mental &amp; emotional wellbeing</li> <li>- Personal safety</li> </ul> | <ul style="list-style-type: none"> <li>-Multicultural Britain – segregation or integration?</li> <li>-Raising awareness of other cultures</li> <li>-The celebration of youth, degradation of the elderly</li> <li>-Religious and ethnic identities</li> <li>-Case study: Stephen Lawrence</li> <li>-Online identities</li> </ul>    | <ul style="list-style-type: none"> <li>-Violence in relationships (incl rape, harassment)</li> <li>-Relationship support</li> <li>-Adoption &amp; fostering</li> <li>-Neglect and abuse</li> <li>-Managing our relationships (iPeace)</li> <li>-CSE</li> <li>-Forced marriage</li> </ul> | <ul style="list-style-type: none"> <li>-Volunteering / NGOs</li> <li>-Rights and responsibilities of consumers, employers and employees</li> <li>-What are the alternatives to court?</li> <li>-Red cross</li> <li>-International aid</li> <li>-Financial capability</li> <li>-The UK and the wider world, (incl. Commonwealth)</li> </ul> | <ul style="list-style-type: none"> <li>-Interview techniques</li> <li>-Job Advertisements</li> <li>-CV and Personal statements</li> <li>-CASCAiD</li> <li>-Prefect Applications</li> <li>-Employability</li> <li>- Mental health and emotional wellbeing</li> <li>-The process of radicalisation, including online safety</li> </ul> | <ul style="list-style-type: none"> <li>-Why is the media vital for a democracy?</li> <li>-Citizens holding those in power to account</li> <li>-Active citizenship: pressure groups &amp; trade unions</li> <li>-Non-democratic political systems</li> <li>-Crime, criminals and punishment (inc. youth justice)</li> <li>-The legal system in the UK (criminal &amp; civil law)</li> </ul> |

| Year 11 | Day 1: PSHE - Living in the wider world   | Day 2: Citizenship - Identities & diversity /democracy & justice   | Day 3: PSHE - Health & wellbeing  | Day 4: Citizenship - Rights & responsibilities  | Day 5: PSHE - Student Takeover possible topics  |  |
|---------|---|--|---|---|---|--|
|         | <ul style="list-style-type: none"> <li>-KS4 Transition</li> <li>-Careers Information and advice</li> <li>-Rights and responsibilities at work</li> <li>-Financial capability, including money and the law</li> <li>-Growth mind-set</li> <li>-Sixth Form/College application forms</li> </ul> | <ul style="list-style-type: none"> <li>-The economy</li> <li>-The global community</li> <li><b>-Case study: Islamophobia &amp; anti-Semitism</b></li> <li>-Active citizenship: Amnesty International</li> <li>-Active citizenship: digital activism</li> </ul> | <ul style="list-style-type: none"> <li>-STIs</li> <li>-Sex and the media</li> <li>-Contraception</li> <li>-Sexuality</li> <li>-Sex and online safety (Support networks)</li> <li>-Self screening for breast / testicular cancers</li> <li>-LGBTQ+</li> </ul>            | <ul style="list-style-type: none"> <li>-Press regulation and censorship</li> <li>-Human Rights and international law</li> <li>-World issue: Modern Day Slavery</li> <li>-Our global responsibilities</li> <li><b>-Case study: Since 9/11</b></li> </ul> | <ul style="list-style-type: none"> <li><b>-Extremist narratives: ISIS and the Far Right</b></li> <li>-Prejudice and discrimination</li> <li>-Identity and diversity</li> <li>-What are British values?</li> <li><b>-Controversial issues: the conflict in Syria</b></li> <li>-Racism and the law</li> </ul> |  |
| Year 12 | Day 1: PSHE - Living in the wider world   | Day 2: Citizenship - Identities & diversity  | Day 3: PSHE - Living in the wider world   | Day 4: Citizenship - Rights & responsibilities  | Day 5: PSHE - Health & wellbeing  | Day 6: Citizenship - Rights & responsibilities   |
|         | <ul style="list-style-type: none"> <li>-University visit day</li> </ul>   | <ul style="list-style-type: none"> <li>-Visit to the Library</li> <li>-Skills show</li> </ul>  | <ul style="list-style-type: none"> <li>-Drugs, tobacco &amp; alcohol</li> <li>-Sex and relationships</li> <li>-Mental health</li> <li>-Online safety</li> <li>-Healthy lifestyles inc support networks</li> <li>-Financial capability</li> <li>Sexual Health</li> </ul> | <ul style="list-style-type: none"> <li>-The importance of democracy?</li> <li>- Preventing and responding to extremism (Extremedialogue.org)</li> </ul>   | <ul style="list-style-type: none"> <li>-University visit day</li> </ul>   | <ul style="list-style-type: none"> <li>-Applying to University</li> <li>-Apprenticeships/training</li> <li>-Personal statements and CVs</li> <li>-UCAS choices</li> <li>Interview practice</li> <li>-Study skills</li> <li>-CASCAiD</li> </ul> |

| Year 13 | Day 1: PSHE - Health & wellbeing d   | Day 2: Citizenship - Identities & diversity   | Day 3: PSHE- Living in the wider worl   | Day 4: Citizenship - Rights & responsibilities  | Day 5: PSHE - Living in the wider world  |                             |
|---------|--|---|---|---|--|-----------------------------|
|         | <ul style="list-style-type: none"> <li>- LGBTQ+</li> <li>-First Aid &amp; CitizenAid</li> <li>-Healthy relationships (including forced marriage)</li> <li>-FGM</li> <li>-Extremism and radicalisation: Pathways</li> <li>-Online safety</li> </ul> | <ul style="list-style-type: none"> <li>-Target setting</li> <li>-Action planning</li> <li>-Skills show</li> </ul> | <ul style="list-style-type: none"> <li>-Finance –Natwest bank</li> <li>-Budgeting</li> <li>-UK economy</li> <li>-Finance for applying to university.</li> </ul> | <ul style="list-style-type: none"> <li>-Study skills</li> <li>-Research skills</li> <li>-Independent learning</li> <li>-Referencing</li> <li>-Surviving at University</li> <li>- Choosing the right career/ course.</li> <li>- Current issue: Trump's administration</li> <li>- Brexit and the EU</li> <li>- Case study: Since 911</li> </ul> | <ul style="list-style-type: none"> <li>-Target setting</li> <li>-Action planning</li> <li>-Time Management</li> <li>-Revision skills</li> <li>-Transition</li> </ul> | Induction Day for new Yr 12 |