CLAYESMORE

PSHE AND RSE POLICY

Responsible: Deputy Head (Pastoral) and Head of PSHE
Date Reviewed: September 2025
Review Period: Annual
Scope: Senior School
Approval Authority: SLT
Approval Date: September 2025
External Release: Yes

CONTENTS

PSHE AT CLAYESMORE **2**
SEX AND RELATIONSHIPS EDUCATION (RSE) **2**
Relationships Education, (RSE) 2
Delivery 3
THEORETICAL AND IDEOLOGICAL FOUNDATION FOR THE PSHE PROGRAMME **3**
Introduction 3
Ideological Influences on PSHE 4
The Use of Stories 5
LINKING THEORY TO PRACTICE **6**
The Three Ss 6
Resources 6
Curriculum Map 6
APPENDIX A **8**
Brief Overview of PSHE Programme: Years 9 - 11 8
Schemes of Work 8
CORE THEME 1. HEALTH AND WELLBEING KS3 (YEAR 9) **9**
CORE THEME 1. HEALTH AND WELLBEING KS 4 **10**
CORE THEME 2. RELATIONSHIPS KS 3 (YEAR 9) **11**
CORE THEME 2. RELATIONSHIPS KS 4 **13**
CORE THEME 3. LIVING IN THE WIDER WORLD KS 3 (YEAR 9) **15**
CORE THEME 3. LIVING IN THE WIDER WORLD KS 4 **16**
DEVELOPMENT OF PSHE IN THE SIXTH FORM (AS SUGGESTED BY THE PSHE ASSOCIATION) **17**

PSHE AT CLAYESMORE

This PSHE policy is made available to parents and guardians via the school website and is available on request from the school reception, in accordance with the Independent Schools Standards Regulations. Parents do not have the right to withdraw their child from PSHE as a whole. However, they do have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the PSHE programme, except for those elements that form part of the science curriculum. Any such requests should be made in writing to the Head, who will discuss the request before making a decision.

1. At Clayesmore we are mindful of the significance of the role of the school in the personal and social development of our pupils. As well as educating our pupils academically, we aim to prepare them well for the opportunities, responsibilities and experiences of later life.
2. We are also aware of the constraints of the timetable on formal PSHE lessons. This, however, can be overcome both practically and theoretically. Firstly, the "PSHE topics" can be addressed in a variety of curriculum areas, for example tutorials, careers lessons.
3. Secondly, and more importantly, learning is enhanced through a holistic approach which uses common learning criteria and student self-assessment in a variety of learning environments e.g. Art, Drama, Music, Sport, LEX, subject lessons, the boarding house.
4. Feedback from these areas, through the tutor and others, gives greater meaning to attitudes, values and issues that are pertinent and essential to the personal development of a young person; this remains a constant area of curriculum development.

SEX AND RELATIONSHIPS EDUCATION (RSE)

5. Although Clayesmore has always included elements of relationship and sex education (RSE) within the PSHE programme, from September 2020 the law[1] now requires that all pupils in secondary education be taught RSE. Statutory guidance[2] sets out the required RSE content while giving schools the freedom to deliver that content within a broad and balanced curriculum.
6. This policy covers the school's approach to RSE. It is informed by the statutory guidance referred to above and also by the PSHE association guidance on 'Writing Your School's Relationships and Sex Education Policy (RSE) (2018).

Relationships Education, (RSE)

7. The Clayesmore PSHE programme reflects not only the statutory change to RSE but the continual review and adaptation of the content, methodology and assessment to try to meet the needs of the young people in our care.
8. Our overarching aim in RSE is to give the students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We want them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other sort

of committed relationship. We aim to teach what is acceptable and unacceptable behaviour in any relationship, to help students understand the positive effects that good relationships have on their mental well-being and to be able to identify when relationships are not right and how to manage such situations.

[1] *The Relationships Education, Relationships and Sex Education and Health Education (England) 2019*
[2] *Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)*

9. Effective RSE does not encourage early sexual experimentation. It aims to teach young people to understand human sexuality and to respect themselves and others. It should enable young people to mature, to build their confidence and self esteem and support them to develop safe, fulfilling and healthy sexual relationships at the appropriate time. We aim to help them learn about safer sex and sexual health to ensure that our students are able and equipped to make safe, informed and healthy choices as they progress through adult life.
10. RSE at Clayesmore is underpinned by a wider and deliberate emphasis on values and respect and in the development of what we call “The Three Ss”, namely a “stronger sense of self”. The theoretical basis for this term and approach is discussed later in this document. For further details, please refer to the separate “Relationships and Sex Education Statement”, September 2025

Delivery

11. Aspects of PSHE at Clayesmore are delivered by various means. For example, Relationships and Sex Education (RSE) is delivered through discrete lessons, taught by trained specialists, by the Health and Wellbeing Centre and, occasionally, by visiting speakers. Students in Years 9 -11 have about 40 hours contact time in classes over the three years. In Y12 and 13 PSHE is delivered as part of a carousel and amounts to about five hours in each year.
12. Wider aspects of PSHE are delivered through:
    a. Careers lessons
    b. The tutorial programme
    c. Individual curriculum subjects
    d. Charity and volunteer work
    e. The LEX Programme
    f. Assemblies
    g. Visiting speakers

THEORETICAL AND IDEOLOGICAL FOUNDATION FOR THE PSHE PROGRAMME

"No man is an island, Entire of itself, Every man is a piece of the continent, A part of the main. If a clod be washed away by the sea, Europe is the less." John Donne (1624)

Introduction

13. The aim of the PSHE programme is to contribute strongly to the development of young people who are reflective, discerning, self-aware, socially conscious, globally aware and are, consequently, neither passive in their life-long learning nor in their contribution to the multitude of communities of which they will be part.
14. In all aspects of the PSHE programme we seek to develop an understanding of the importance of fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and understanding of those with different faiths and beliefs and for those without faith.
15. And we always set out to guide young people with an awareness of the importance of impartiality in any and all areas of potential sensitivity.
16. The above aim may be both grand and product oriented but realisation of this will be determined by a detailed process which is focused on the child's learning and the evaluation of learning criteria. Though PSHE is a non-examinable subject, assessment is, nonetheless, an essential part of the programme of study. Assessment is ongoing and proportionate, using a range of methods such as teacher observation, pupil feedback, self-reflection and evidence of learning. This ensures that pupils are making progress and that the programme has measurable impact For example, a key quality which needs to be developed in young people is resilience; it is a quality which can be learned, therefore evaluation of the individual's development is very important.
17. The effectiveness of this personalised assessment in PSHE is dependent not only on using criteria but in linking that assessment of the individual with their participation in other areas of school life i.e. subjects and other learning environments like plays, voluntary work, sports teams, the boarding house, school trips and the LEX programme. Simply, feedback allows completion of the learning loop therefore better quality feedback will facilitate better quality learning. For example understanding of topics covered in PSHE can be reinforced in tutorial time, and evidence of resilience shown by an individual in sports can help a teacher and that student in another area or subject not only in PSHE.
18. It could be argued that the above examples exceed the boundaries of PSHE but to paraphrase John Donne - "PSHE is not an island". The strength and importance of PSHE is recognising and using other areas of the whole curriculum to give meaning to young people. It has been, consequently, unsurprising that PSHE is now a compulsory part of the National Curriculum.
19. In a nutshell, PSHE is "part of the main" i.e. a holistic approach to learning with assessment, including self-assessment, at its core. It is child-centred in focus but the child is "not an island" because great importance is given to areas of influence beyond PSHE.

Ideological Influences on PSHE

20. In 1987 Gro Harlem Brundtland, the then Prime Minister of Norway, chaired a UN Commission which produced a report on global sustainable development. Although it is nearly forty years since the publication of the report "Our Common Future", it is even more relevant today to us and to future generations. A key message from the

report was encapsulated in the phrase "Think globally, act locally" which makes it very relevant to what we wish to achieve in PSHE.

21. The starting point for the issues we present in PSHE is with the individual and although what is presented must have meaning for that individual he/she must also be taken out of their "comfort zone" by exposure to issues which have a wider global context. For example, general elections, the European Union, the U.S. Elections, the Ukraine and the Middle East, pandemics and climate change have created a heightened interest by adolescents in their place in the democratic process and political philosophy. The student may be at the centre but as the individual develops through exposure to values and ideas from various learning environments, both local and global, so should they develop and offer more to their school and local communities. In this regard the individual is an island being influenced and shaped by the ebb and flow of ideas and values.
22. PSHE has an important role in the transmission and formulation of values; this relates to the anthropological theory of diffusionism by which beliefs, values and social norms are transferred between cultures.
23. The Scottish social anthropologist, Sir James Frazer, posited "The Second Principle of Magic", namely that things which have been in contact with each other will continue to have an effect on each other even when they have separated. In teaching, arguably, this is the impact that the pedagogue has on the student and we have certainly heard of many, many examples of famous people who have gained interests, inspiration and insight from teachers. The outcome of this may, rightly, feel magical to both student and teacher but the process is a little more straightforward!

"They ...turn things into stories, and when they try to make sense of their life they use the storied version of their experience as the basis for further reflection."

Jerome Bruner, p.118, *"The Tipping Point: How Little Things Can Make a Big Difference"* by Malcolm Gladwell

" ...our species evolved as story tellers, virtually everyone finds it easy to absorb.....information in narrative form"

"The Economic Naturalist: Why Economics Explains Almost Everything"

by Robert H. Frank (p.10)

The Use of Stories

24. The challenge for PSHE is to construct a programme which gives meaning to young people who, particularly at the adolescent part of key stage three and four, may consider themselves "bullet-proof" and "all-knowing". Undoubtedly that link with other subjects helps with understanding but the use of stories is critical to giving meaning to young people.
25. Chimamanda Adichie, the Nigerian author, gave a TED lecture in 2009 called "The Danger of the Single Story". She began the talk by telling how her very early attempts at writing stories reflected the British children's books she had read, for

example the characters were white and blue-eyed, talked about the weather and drank ginger beer despite her being a child who was growing up in Nigeria and having never visited Great Britain. As she stated "What this demonstrates, I think, is how impressionable and vulnerable we are in the face of a story, particularly as children". It also highlights that if we can expose young people to stories which open young minds rather than close them then a very powerful developmental process can occur.

26. It, however, demonstrates why a PSHE programme should have grand aims for young people not least because they live in an age where truth is adeptly manipulated, where the focus can be to create "a single story". Again, as Adichie states,

    "....to create a single story, show people as one thing, as only one thing, over and over again, and that is what they become."

27. Importantly, PSHE has a role in preventing a young person from creating a 'single story' of her/himself; ironically, it is by working with the young person to write their own story.

LINKING THEORY TO PRACTICE

The Three S's

28. In Year Nine the students are introduced to the term 'The Three Ss' namely a "stronger sense of self". Undoubtedly the practical foundations of this are laid in the Prep School and the theoretical influence can be found in "Maslow's Hierarchy of Needs". The Three Ss is a shorthand for raising self-awareness. Assuming that the basic needs are provided in school and at home, the PSHE programme alongside other areas in school can not only play a major role in meeting the psychological needs of the young person i.e. love, belongingness and self-esteem, but can also, through meeting these psychological needs, provide the building blocks for self-actualisation.

"That when we reject the single story, when we realise that there is never a single story about any place, we regain a kind of paradise".

Chimamanda Adichie

29. We have talked about the local, and the global and the person but if we can apply this to a young developing personality and move them from defining themselves solely by their grades and academic "performance" i.e. from thinking of themselves as a "single story" then they will move themselves from some sort of Bunyanesque torment to a kind of paradise.
30. Teaching methods include: brainstorming, questionnaires, direct teaching and group work including audio-visual presentations which promote active learning that encourages the higher order learning skills of analysis, synthesis and evaluation.

Resources

31. The choice of resources is wide and criteria for selection depends on the content, attitudes and values being in harmony with the school's aims. For example there is a focus on discussion and the use of stimuli to prompt said discussion.

Curriculum Map

PSHRE PROGRAMME 2025-26			
Personal - Social - Health - Relationships			
	Autumn	**Spring**	**Summer**
Year 9 **18 hours**	Understanding and recognising good qualities in others and themselves; using stories to convey values. Qualities of a friend, and boyfriends/girlfriends; managing relationships; Develop further understanding of puberty and its impact on friendships, sex and contraception. Consent	Alison Lapper - discussing prejudices; "disabled" and "normal". Being different. Cyberbullying. Vaping. Alcohol. Nicotine pouches. Misinformation/disinformation. Exploitation. Online safety.	Exploitation. Online safety. Cyberbullying. Fundamental British values.
Year 10 **15 hours**	How we are different - learning, sexuality, gender and autistic spectrums. Love - religion, marriage, relationships, sex and the law. Consent. STIs. Alcohol and binge drinking	STIs and their treatment; sex and the law. Consent. Illegal substances including cannabis, ketamine, synthetic opioids. Vaping and addiction, incl. prescription drugs.	Gambling, laddism and, relationships; revenge porn; Incels. Ways to behave in a relationship.
Year 11 **11 hours**	British institutions, Women's rights, the role of the male in society; freedom of speech, origins of the Black Lives Matter movement; human rights; exploitation; the rule of law, British institutions and electoral systems. Consent, sexual harassment, Vaping, drug overdoses and safety at music festivals. Online behaviour.		
Year 12 **5 hours**	Developing a stronger sense of self; discernment and making judgements; decision making - alcohol, drugs, relationships. Fake news; conspiracy theories misinformation, disinformation, intuition and non-verbal communication. Voicing opinions. Consent. Gender roles. Sexual harassment.		
Year 13 **5 hours**	Perception - of self and of others; understanding our own strengths. Rosling: Factfulness - and the tendency to hold a negative view of the world and ourselves. Decision-making, intuition and reasoning. Coercive control. Consent, sex and the law, drugs and alcohol, diet and health, sleep.		

APPENDIX A

Brief Overview of PSHE Programme: Years 9 - 11

1. In Year 9, the students continue to build on the outcomes of the work done in the Prep School. The one strong thread running through from the Prep School to the Senior School is the development of student self-awareness and the building of self-esteem in the young people in our care. Year 9 is a huge period of transition for young teenagers with the movement to a senior school, a new school, meeting new class and housemates, establishing much needed friends and facing the choice of subjects for GCSEs which highlights their strengths and weaknesses which, consequently, can be a negative for some students.
2. In Year 10, students continue to develop this 'stronger sense of self' through exploration and reinforcement of issues reflecting their journey through adolescence, particularly relating to the formation of relationships. Through knowledge-based learning and a growing recognition of personal skills the course equips students with tools to better meet the challenges of a variety of learning environments. An aim of PSHE would be to encourage young people to become more independent in their learning. The end of year audio-visual projects do help to promote both independent and collaborative learning.
3. In Year 11, students explore different attitudes and values; their own and those held by others within their school and local community. This exploration of values extends to their own country and also within the global context. Through, for example, the exploration of the use of social media in politics, students develop not only a more critical view of the wealth of information on the internet but are also introduced to "politician speak". It can be argued that the aim is to develop a healthy cynicism to the quality and veracity of social media, politics and online information. At a personal level, the assured, self-confident, self-aware student is more likely to critically evaluate their own and others online behaviour. This does underline the importance of 'The Three Ss' and how equally significant this is in combatting, variously, online grooming, photoshopping, online bullying, sharing images, radicalisation and the phenomenon of 'fake news'.

Schemes of Work

4. Some more detailed information follows which illustrates the topics that are discussed in each Key Stage.

CORE THEME 1. HEALTH AND WELLBEING KS3 (YEAR 9)

5. The aims Theme 1 for KS3 are:

a. To recognise their personal strengths and how this affects their self-confidence and self-esteem

b. To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

c. To accept helpful feedback or reject unhelpful criticism

d. To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, school, achievements and employment

e. To understand the characteristics of mental and emotional health and strategies for managing it, including a range of healthy coping strategies

f. To understand the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders

g. To recognise when they or others need help, sources of help and strategies for accessing it

h. To continue to manage growth and change as normal parts of growing up

i. To understand the importance of, and ways of taking increased responsibility for, their own physical health and personal hygiene

j. To begin to understand about the use of contraception, including the condom and pill including issues related to their use

k. To understand that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs

l. To reinforce understanding of the benefits of physical activity and exercise and the importance of sleep

m. To recognise and manage what influences their choices about exercise

n. To begin to understand the importance of, and strategies for, maintaining a balance between work, leisure and exercise

o. To reinforce understanding of what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)

p. To recognise what might influence their decisions about eating a balanced diet

q. To explore how the media portrays young people and recognise its possible impact on body image and health issues

r. To begin to understand that identity is affected by a range of factors, including the media and a positive sense of self

s. To reinforce ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

t. To explore the factual information about alcohol including current government recommendations for consumption

u. To recognise and further develop strategies to manage different influences, including peer influence, on their decisions about the use of substances, including clarifying and challenging their own perceptions, values and beliefs

v. To begin to understand the personal and social consequences of drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others by secondary smoking

CORE THEME 1. HEALTH AND WELLBEING KS 4

6. The aims of Theme 1 for KS4 are:

a. To be able to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

b. To develop understanding of how they respond to constructive feedback and how able they are at differentiating between helpful feedback and unhelpful criticism

c. To develop strategies for managing mental health including stress, anxiety and depression.

d. To develop a broader range of strategies for promoting their own emotional wellbeing.

e. To better understand the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders, including stress, anxiety and depression

f. To recognise and manage the triggers (for themselves and/or their friends) for unhealthy coping strategies, such as self-harm and eating disorders;

g. To recognise when they or others need help, sources of help and strategies for accessing it

h. To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

i. To take increased responsibility for maintaining and monitoring their own health

j. To reinforce understanding of sexual health and how to respond if they feel they or others are at risk

k. To recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes

l. To assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sunlamps and tanning salons

m. To better understand about personal safety and protection, how to reduce risk and minimise harm in different settings including social settings.

n. To reinforce understanding of the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to secondary smoking.

o. To reinforce understanding of the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns

p. To reinforce understanding of the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

q. To begin to understand about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

CORE THEME 2. RELATIONSHIPS KS 3 (YEAR 9)

7. The aims of Theme 2 for KS3 are:

a. To explore the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

b. To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise

c. To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

d. To understand that relationships can cause strong feelings and emotions (including sexual attraction)

e. To identify the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)

f. To begin to understand that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships

g. To further explore different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these

h. To explore the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children

i. To develop skills and understanding of how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement

j. To begin to understand the importance of friendship and to begin to consider love and sexual relationships in this context

k. To explore the expectations of having a girl/boyfriend

l. To understand about readiness for sex and the benefits of delaying sexual activity

m. To understand that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected

n. To understand the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)

o. To understand how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent

p. To begin to understand about contraception, including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships

q. To begin to understand about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

r. To begin to explore the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)

s. To begin to explore the difference between assigned/biological sex, gender identity and sexual orientation

t. To recognise that there is diversity in sexual attraction and developing sexuality
u. To become familiar with the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
u. To recognise the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so
v. To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
w. To be aware of the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them
x. To recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
y. To recognise and understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
z. To reinforce understanding of the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
aa. To understand about the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
bb. To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
cc. To understand the legal and personal risks of sharing explicit images online.

CORE THEME 2. RELATIONSHIPS KS 4

8. The aims of Theme 2 for KS4 are:

a. To further understand strategies to manage strong emotions and feelings b. To further understand the characteristics and benefits of positive, strong, supportive, equal relationships

c. To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.

d. To reinforce understanding of managing changes in personal relationships including the ending of relationships

e. To further develop an awareness of exploitation, bullying, harassment and control in relationships and the skills and strategies to respond appropriately or access support

f. To reinforce understanding of the concept of consent

g. To reinforce understanding of the impact of domestic abuse (including sources of help and support)

h. To understand about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

i. To further explore the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)

j. To reinforce understanding of consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity

k. To recognise when others are using manipulation, persuasion or coercion and how to respond

l. To reinforce understanding of the impact of drugs and alcohol on choices and sexual behaviour

m. To reinforce understanding of how to manage unwanted attention in a variety of contexts (including harassment and stalking)

n. To understand the reasons why parents choose to adopt/foster or to place children for adoption/fostering

o. To reinforce understanding of abortion, including the current legal position and the range of beliefs and opinions about it

p. To understand the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

q. To further understand that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age

r. To reinforce understanding of the options open to people who are not able to conceive

s. To reinforce understanding of the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

CORE THEME 3. LIVING IN THE WIDER WORLD KS 3 (YEAR 9)

9. The aims of Theme 3 for KS3 are:

a. To recognise, clarify and if necessary challenge their own core values and how their values influence their choices

b. To acknowledge the knowledge and skills needed for setting realistic and challenging personal targets and goals, including the transition to Year 9

c. To recognise the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities

d. To begin to understand strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

e. To recognise the potential tensions between human rights, British law and cultural and religious expectations and practices

f. To understand about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

g. To become more aware of their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills

h. To continue to understand further their own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them

i. To introduce the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

j. To begin to understand the importance of protecting their own and others' reputations; protecting their 'on-line presence': the concept of having a personal 'brand' that can be enhanced or damaged

CORE THEME 3. LIVING IN THE WIDER WORLD KS 4

10. The aims of Theme 3 for KS4 are:

a. To be able to evaluate their own personal strengths and areas for development and to use this to inform goal setting

b. To understand about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace

c. To think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)

d. To understand how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others

e. To understand how social media can offer opportunities to engage with a wide variety of views on different issues

f. To recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views

g. To reinforce understanding of the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks

h. To reinforce understanding about harassment and how to manage this (including in the workplace); the legal consequences of harassment

i. To recognise and understand how their strengths, interests, skills and qualities are changing and how these relate to future employability

j. To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)

DEVELOPMENT OF PSHE IN THE SIXTH FORM (AS SUGGESTED BY THE PSHE ASSOCIATION)

11. The students should be able to do or, at least, understand the following:

a. Travel safely in the UK: alone; by road; rail; at night (including the safe use of hired transport' such as taxis)
b. Travel safely abroad (including legal issues such as passports; visas and work permits, their costs and allowing sufficient time to acquire them; the role of embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different in other countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun safety, travel insurance and seeking medical and legal help abroad.)
c. Plan a 'gap year'.
d. Further develop, from the Year 11 work the idea of the student as a 'critical consumer'. of on-line information in all its forms; appreciate how social media can expand, limit or distort their view of the world; recognise the
importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute
propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media
e. Set and maintain clear boundaries around their personal privacy; protect their personal reputation especially on-line; be a 'responsible provider' of online data about themselves or about others (including understanding how cameras and microphones in computers and mobile phones can be activated without their knowledge)
f. Understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone; whom to tell
g. Exercise their legal rights and responsibilities; know who can support them if they have a grievance
h. Recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion
i. Exercise their consumer rights; know who can help if they feel they have a grievance
j. Manage contracts; understand the process of renting items and accommodation; know who can support them if they need help
k. Plan their budget, especially when living away from home for first time
l. Understand and manage taxation and national insurance
m. Understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market
n. Understand savings options; know where to save, when to save and why
o. Understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt
p. Understand pensions and their importance; the benefits of starting early and making regular, realistic contributions

q. Match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways
r. Understand and be able to access further and higher education options and training, including apprenticeships
s. Understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols
t. Understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of the data protection act in the work-place
u. Recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience workplace harassment
v. Recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate
w. Apply for future roles; ‘market’ themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction);
x. Construct a concise and compelling curriculum vitae;
y. Prepare for and undertake interviews;
z. Understand the role of referees and references;
aa. Recognise and celebrate cultural diversity; understand what is meant by the global market.