

## **Relationships and Sex Education (RSE) Policy**

### **Policy Aims & Intended Outcomes**

This Policy is to ensure that Denstone College fulfils its legal obligations and ensures good practice. It aims to ensure that the Denstone College RSE curriculum is delivered effectively to all pupils, to enable pupils:

- To develop the skills to make responsible well-informed decisions about their lives;
- Form an active part of the inclusive community at Denstone College, in line with our values of Kindness, Honesty and Endeavour;
- To support their physical, emotional, and moral development;
- To develop the skills and understanding they need to live confident, healthy, and independent lives;
- To make responsible and well-informed decisions, especially regarding their behaviour now and in the future, based on knowledge and concern for their own wellbeing and the impact those decisions may have on others;
- Develop the maturity, self-awareness and understanding of others to discuss sensitive topics respectfully and positively, including sexuality and relationships;
- Know appropriate facts and vocabulary about their bodies, puberty, sexual development, health and hygiene;
- To increase their understanding of diversity and prevent prejudice based on stereotyping.

### **Our Approach**

Denstone College teaches RSE in line with its values and obligations, for example, through RSE Denstone College:

- Shows that it does not tolerate discrimination or prejudice against any of the protected characteristics or any individual;
- Respects diversity of belief, which may be based on culture, religion, sexual orientation, or another factor;
- Teaches its pupils to practise equality and respect diverse ways of life, and not to tolerate discrimination or prejudice;
- Endeavours to teach sensitive topics at an appropriate stage in pupils' education;

Engages its pupils in conversations about sensitive topics in a way which allows them to express different points of view respectfully, constructively, and maturely.

## **What is Relationships and Sex Education (RSE)?**

RSE is key to the emotional, social, and cultural development of pupils. It teaches them about:

- Families
- Respectful relationships, including friendships
- Staying safe
- Behaviour online and in the media
- Leading healthy lifestyles
- Diversity
- Personal identity
- Intimate and sexual relationships, including sexual health
- Sexuality

RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure pupils to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background. RSE is an ongoing lifelong process, learning about self and others, and the importance of respect, care and love, trust, and honesty.

The above topics are taught within the context of family life and not in a way that discriminates against or stigmatises pupils based on their personal circumstances. RSE reflects that, in our diverse society, “family life” can include single parent families, LGBT+ parents, adoptive parents, foster parents/carers, families headed by grandparents and other support structures.

We view the partnership of home and school as vital in providing the context the learning experiences that help our pupils to develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoints.

We have been guided in our planning and implementation of RSE by the Sex Education Forum’s “Twelve Principles” of good quality RSE, which are supported by the PSHE Association, children’s charities and education unions.

We are therefore committed to RSE which:

- Is an identifiable part of our Wellbeing Curriculum, which has planned, timetabled lessons across all the Key Stages, and which is intrinsically linked to the Tutorial Programme (Secondary);
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate);

- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home;
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills;
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online;
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity;
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views;
- Includes learning about how to get help and treatment from sources such as the Health Centre and other health, advice and counselling services, including reliable information online;
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life;
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities;
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

## **Diversity & Inclusion**

We ensure RSE is inclusive and meets the needs of all our pupils by seeking our pupils' views about RSE, so that teaching can be made relevant to their real lives and assessed and adapted as their needs change. We ensure RSE fosters gender equality and LGBT+ equality by challenging all forms of discrimination and bullying, in line with the Equality Act 2010.

When appropriate, and to ensure that the RSE Curriculum is accessible for all Destone College pupils, teaching will be differentiated, and content will be adapted to meet the needs of SEND pupils. This will be done on a case by case basis, through collaboration between teaching staff, the learning support department and wider support systems as appropriate.

When delivering RSE to SEND pupils, Denstone College will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing pupils for adulthood;
- The additional vulnerability that SEND pupils can face, to exploitation, bullying and other issues;
- The possibility that elements of RSE may be particularly important for some SEND pupils, because of the nature of a condition or disability;
- The potential need to tailor content and teaching to meet the specific needs of SEND pupils at different developmental stages.

## **Roles, Responsibilities & Training**

The Assistant Head (Partnerships & Wellbeing) oversees the development, implementation and teaching of RSE as part of their role.

Teaching staff are responsible for:

- Delivering RSE consistently, and in line with Denstone College's values, obligations, and their training;
- Modeling positive attitudes of equality, diversity, and inclusion;
- Managing and responding appropriately to the needs of individual pupils (e.g. those with special educational needs and disabilities – "SEND pupils");
- Responding appropriately to pupils whose parents or carers make a request for them to be withdrawn from the sex education components of the RSE.

Denstone College also arranges for external experts to provide support and training to staff teaching RSE and/or to deliver some areas of RSE themselves.

## **Legislation (Statutory Regulations & Guidance)**

Documents that inform the School's RSE Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Keeping Children Safe in Education (2024)

The RSE Policy supports and complements a number of other College policies including:

- Anti-Bullying Policy
- Digital Safety Policy
- PSHE Policy
- Safeguarding Policy

Denstone College must provide RSE to all its pupils, under Section 34 of the Children and Social Work Act 2017. In delivering its RSE Curriculum, Denstone College must have regard to guidance issues by the Secretary of State, under Section 403 of the Education Act 1996.

This Policy and the Denstone College Curriculum have been written to comply with statutory guidance from the Department for Education (DfE), “Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers”.

Denstone College has obligations under the Equality Act 2010, including:

A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not.

All pupils are required to engage fully in RSE, as with any other area of their education (unless they have been withdrawn from the sex education components of the RSE Curriculum, in line with guidance in this Policy).

## **Curriculum Design**

The DfE requires all school pupils to learn about certain RSE topics by the end of primary and secondary school. These requirements are listed at Appendix A, B and C within this Policy. The Curriculum is a live document, so it will be reviewed and updated, as appropriate.

### **Reception to Year 6 (Primary)**

The children will be taken through each stage of the RSE curriculum at a rate and

level appropriate to their needs and maturity. It is our belief that RSE is the responsibility of all staff and should be an integral part of the teaching and learning process.

We take a question-based approach to PSHE, covering all three core themes over the school year: Health and Wellbeing; Relationships; and Living in the Wider World. This approach allows a spiral programme year on year, whilst offering flexibility in terms of planning.

The RSE outline, used by Reception to Year 6 (Primary) is only a guide, as the teacher will assess the needs of the group throughout the course, and can be found in APPENDIX A.

For details of Mental Health and Emotional Wellbeing in the PSHE Programme of Study (Primary), between Reception and Year 6, please see APPENDIX B.

### The Foundations RSE Programme

RSE is also delivered by FOUNDATIONS, a programme which has been developed to assist primary schools to deliver both statutory and non-statutory RSE lessons.

	Year Five	Year Six
Michaelmas 1		Unit 3 = Life Line (1h 15)
Michaelmas 2		Cyber (1h)
Lent 1		
Lent 2		
Trinity 1	Unit 1 = The Miracle (1h)  Unit 2 = Puberty (45m – girls / 30m – boys)	Unit 4 = Prejudice (1h)  Unit 5 = Drugs (1h15)  Unit 6 = Body parts / Reproduction (1h15)  Unit 8 = Transition (1h15)
Trinity 2		

## **1<sup>st</sup> Form to 5<sup>th</sup> Form (Secondary) – Specification of Subject Content**

The RSE Curriculum forms part of the wider Wellbeing Curriculum. This can be found in APPENDIX D **Specification of Subject Content**.

### **How is RSE taught (Secondary)?**

Denstone College teaches its RSE Curriculum as part of Wellbeing lessons, the Tutorial Programme and Workshops. Certain biological aspects of the RSE Curriculum are taught within the Science Curriculum, and other aspects are delivered through RS, English, Computing and the wider pastoral programme (e.g. assemblies). In addition, professionals deliver stand-alone sessions on sex education and information evenings for parents.

### **Who teaches RSE (Secondary)?**

The Wellbeing (including RSE) Curriculum is delivered by the Assistant Head (Partnerships & Wellbeing), during a weekly timetabled lesson to the 1<sup>st</sup> and 4<sup>th</sup> Form. 5<sup>th</sup> Form Wellbeing is delivered through video tutorials, led by the Assistant Head (Partnerships & Wellbeing), with support from Tutors.

## **Policy and Curriculum Development**

Parents and carers of Denstone College pupils have been consulted in the development of this Policy, to comply with compulsory requirements from the DfE. On 4th June 2020, a consultation paper was emailed to all parents with a draft of this Policy and all parents were given a four-week window to respond. All Denstone College staff were invited to respond to the consultation on this Policy. The Policy is approved by SMT.

## **Safe and Effective Practice**

RSE often draws on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing expectations in each context for the delivery of the subject material. Any new topic in RSE will be introduced taking into account pupils' prior knowledge.

## **Safeguarding**

Staff delivering RSE will ensure the pupils, who indicate there may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Safeguarding Policy.

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. Teachers will consult with the Designated Safeguarding Lead and in her absence, the Deputy Designated Safeguarding Lead.

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

Visitors/external agencies which support the delivery of RSE follow the procedures outlined in the Visitors Policy.

## **Engaging Stakeholders**

We are committed to working with parents and carers by seeking opinion from them at certain times through the year, and when particular aspects of RSE are going to be covered, by engaging with parental feedback and responding to questions in advance of lessons with pupils.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources, where appropriate. We notify parents in advance when RSE is to be taught, and the legal right of parents to withdraw their children.

Parents have the right to request that their child be withdrawn from all or part of the sex education component of the RSE Curriculum, until three months before their child turns 16. After this point, it is the child's choice: if a child who is at least 15 years and 9 months old chooses to be taught the sex education components of the RSE Curriculum, Denstone College will take all reasonable efforts to ensure that they are.

Pupils cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum).

Parents wishing to withdraw their child should write to the Headteacher outlining the reason for withdrawing, along with any further information they would like the school to consider. The Headteacher (or Assistant Head (Partnerships & Wellbeing) or Deputy Head Pastoral as delegated by the Headteacher) should discuss the request with parents and, as appropriate, with the child to:

- Ensure that their wishes are clear.
- Clarify the nature, purpose and intended benefits of the RSE Curriculum.
- Explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSE Curriculum from other pupils, rather than a qualified adult.
- These discussions should be noted, and withdrawal requests will be



documented on CPOMS.

- When a pupil is withdrawn from the non-statutory areas of sex education, they will be given alternative work which is Wellbeing related.

The process to request to withdraw pupils from the sex education components of the RSE Curriculum is the same for SEND pupils. However, in exceptional circumstances the Headteacher may want to take the specific needs of a SEND pupil into account when making this decision.

Requests will be granted unless exceptional circumstances exist.

Pupil voice is collected regularly and used to review and tailor our RSE programme to match the different needs of pupils. This takes place using a variety of methods, but observing the Safeguarding Protocol where this may, in certain circumstances, lead to disclosure. Pupil Voice will be a key aspect of the review of this policy, under the direction of the Assistant Head (Partnerships & Wellbeing).

## **Monitoring & Assessing the Impact of RSE**

The impact of RSE at Denstone College is monitored through lesson observations, learning walks, the staff performance review and day to day management or communication with colleagues, pupils and parents or carers.

Pupils' knowledge and understanding is assessed through classroom discussion and ipsative assessment activities, encouraging reflection on their own learning and progress, where possible.

Teachers collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work and observations.

Application of knowledge and skills will be actively encouraged as part of wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for RSE to ensure it is up-to-date and relevant.

## **Raising Concerns about the Delivery of the RSE Curriculum**

Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with the Denstone College Complaints Policy.

## **Schedule for Updates to Policy and Approval**

The next scheduled review of and update to the Policy is, at the latest, August 2025, and this will be approved by the Assistant Head (Partnerships & Wellbeing) and the Head of the Prep School.

## **APPENDIX A: DFE REQUIREMENTS – BY THE END OF PRIMARY SCHOOL, PUPILS SHOULD KNOW**

By the end of primary school pupils should know:

### Mental Wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet Safety & Harms

- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

### Physical Health & Fitness

- The characteristics and mental and physical benefits of an active lifestyle.

### Health & Prevention

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

### Changing Adolescent Body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

### Relationships Education

Families and people who care for me:

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.

Respectful relationships:

- The importance of self-respect and how this links to their own happiness.

## **APPENDIX B: Mental Health and Emotional Wellbeing in the Programme of Study**

### **Key Stage 1 (Reception, PP1 and PP2)**

#### **Health and Wellbeing**

Pupils will have the opportunity to learn:

- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- rules for and ways of keeping physically and emotionally safe (including safety online)
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.

#### **Relationships**

Pupils will have the opportunity to learn:

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise how their behaviour affects other people
- the difference between secrets and surprises and the importance of not keeping adults' secrets
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to identify their special people, what makes them special and how special people should care for one another
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • that there are different types of teasing and bullying, that these are wrong and unacceptable
- how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

#### **Living in the Wider World**

Pupils will have the opportunity to learn:

- that people and other living things have needs and that they have responsibilities to meet them.

## **Key Stage 2 (Years 3, 4, 5 and 6)**

### **Health and Wellbeing**

Pupils will have the opportunity to learn:

- what positively and negatively affects their physical, mental and emotional health (including the media)
- to recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- how their body will, and emotions may, change as they approach and move through puberty
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people.

## **APPENDIX C: DFE REQUIREMENTS – BY THE END OF SECONDARY SCHOOL, PUPILS SHOULD KNOW**

Topics pupils should know:

### **Families**

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful relationships, including friendships**

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### **Online and media, including internet safety and harms**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material e.g. pornography may present a distorted picture of sexual behaviours, damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

### **Being safe**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- Intimate and sexual relationships, including sexual health
- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.

- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the abuse of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



APPENDIX D – Specification of Subject Content

Denstone College 1<sup>st</sup> Form – Wellbeing Curriculum

Key Theme	Topics	Theme Objectives	Lessons
<b>Michaelmas 1</b> <b>Independence &amp; Aspirations</b>	<b>Developing goal setting, organisation skills and self-awareness:</b> <ul style="list-style-type: none"> <li>Personal identity and values</li> <li>Learning skills and teamwork</li> <li>Respect in school</li> </ul> <p>PoS Refs: H1, R9, R14, R15, L2, L3, L21</p>	<ul style="list-style-type: none"> <li>self awareness through exploring their personal identity and identifying core values</li> <li>how identity and values can support goal setting for the future</li> <li>skills to support learning e.g. teamwork and organisation</li> <li>about school rules and people who can help with transition and pastoral care</li> <li>how to demonstrate respect in the school community</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Wellbeing, Expectations &amp; Transition</li> <li>Growth Mindset</li> <li>Exploring Essential Skills &amp; Strategies for Improving Skills, Teamwork &amp; Organisation</li> <li>Being a British Citizen (British Values)</li> </ul>
<b>Michaelmas 2</b> <b>Autonomy &amp; Advocacy</b>	<b>Developing empathy, compassion and communication:</b> <ul style="list-style-type: none"> <li>Making and maintaining friendships</li> <li>Identifying and challenging bullying</li> <li>Communicating online</li> </ul> <p>PoS Refs: H2, H4, H6, R2, R9, R10, R13, R14, R16, R38</p>	<ul style="list-style-type: none"> <li>skills to make and maintain new friendships</li> <li>how to empathise with, and show compassion for peers</li> <li>to recognise loneliness and isolation, and strategies to include others</li> <li>to communicate safely online</li> <li>to recognise bullying in all its forms</li> <li>strategies for challenging bullying (LGBT focus), including online</li> <li>how and where to communicate concerns about friendships and bullying, including online</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining Genuine/Positive Relationships</li> <li>Empathy &amp; Compassion for Others, Loneliness</li> <li>Social Media, Communicating Safely</li> <li>Types of Family</li> <li>Friendships: Bullying or Banter w/LGBT</li> <li>Focus</li> <li>Handling Friendship Concerns &amp; Bullying</li> </ul>
<b>Lent 1</b> <b>Choices &amp; Influences</b>	<b>Developing agency, strategies to manage influence and decision making:</b> <ul style="list-style-type: none"> <li>Regulating emotions</li> <li>Diet and exercise</li> <li>Hygiene and dental health</li> <li>Sleep</li> </ul> <p>PoS Refs: H6, H7, H13, H14, H15, H16, H17, H18, H19, H20, H34, R42</p>	<ul style="list-style-type: none"> <li>how to recognise, express and manage emotions to promote daily wellbeing</li> <li>about influences on diet and exercise choices</li> <li>how to make healthy and informed decisions about maintaining hygiene and dental health</li> <li>about the importance of sleep and maintaining healthy sleep habits</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Lifestyles</li> <li>Unhealthy Lifestyles</li> <li>Creating Your Personal Wellbeing Toolkit</li> <li>Healthy Food Groups</li> <li>Energy Drinks</li> <li>Dental Health</li> <li>Healthy Sleep</li> </ul>

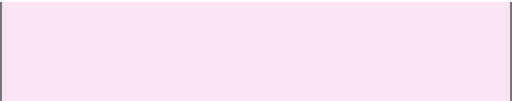
<p><b>Lent 2</b></p> <p><b>Independence &amp; Aspirations</b></p>	<p><b>Developing self-confidence and self- worth:</b></p> <ul style="list-style-type: none"><li>• Puberty and managing change</li><li>• Body satisfaction and self-concept</li><li>•</li></ul> <p>PoS Refs: H1, H2, H3, H4, H5, H34, L24</p>	<ul style="list-style-type: none"><li>• ways to develop self-confidence and feelings of self-worth</li><li>• about the impact of puberty on emotional wellbeing and self- concept, and ways to manage this</li><li>• about the physical changes that occur during puberty, including periods and wet dreams</li><li>• about menstrual wellbeing and strategies to manage it</li><li>• how to manage influences on body satisfaction e.g.online media</li></ul>	<ul style="list-style-type: none"><li>• Body Confidence</li><li>• Growing Up and Puberty</li><li>• Physical Changes</li></ul>
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<p><b>Summer 1</b> <b>Autonomy &amp; Advocacy</b></p>	<p>Developing assertive communication, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> <li>• Rights in the community</li> <li>• Relationship boundaries</li> <li>• Unwanted contact</li> <li>• FGM and forced marriage</li> </ul> <p>PoS Refs: H21, H22, R6, R13, R16, R26, R41, L21</p>	<ul style="list-style-type: none"> <li>• about rights, responsibilities and how to respect and advocate for them, including online</li> <li>• how to assertively communicate and negotiate boundaries with friends and in other relationships, including online</li> <li>• about the importance of consent</li> <li>• about the relationship between personal boundaries and human rights</li> <li>• how to seek help for themselves or others, in relation to unwanted contact</li> <li>• how to safely access help for themselves or others if concerned about FGM or forced marriage</li> </ul>	<ul style="list-style-type: none"> <li>• The Importance of Consent</li> <li>• Personal Boundaries, Seeking Help in Relation to Unwanted Contact</li> <li>• Assertive Communication</li> <li>• Friendship Clinic</li> <li>• FGM and Forced Marriage</li> </ul>
<p><b>Summer 2</b> <b>Choices &amp; Influences</b></p>	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> <li>• Drugs, alcohol and tobacco</li> <li>• Safety and first aid</li> </ul> <p>PoS Refs: H23, H24, H25, H26, H27, H28, H29, H30, H31, H33, R20, R42, R43</p>	<ul style="list-style-type: none"> <li>• how to manage peer influence in relation to substances, including energy drinks, nicotine and alcohol</li> <li>• skills and strategies to make responsible decisions and manage situations in relation to drugs, alcohol and tobacco</li> <li>• about personal safety in increasingly independent contexts e.g. travel safety</li> <li>• how to perform first aid, including CPR, the use of defibrillators, choking and basic treatment for common injuries</li> <li>• to assess when to contact emergency services</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Influences in Relation to Substances</li> <li>• Managing Situations in Relation to Drugs, Alcohol and Smoking</li> <li>• First Aid</li> <li>• Basic Life Support</li> </ul>

Denstone College 2 <sup>nd</sup> Form – Wellbeing Curriculum			
Key Theme	Topics	Theme Objectives	Lessons
<b>Michaelmas 1</b> <b>Independence &amp; Aspirations</b>	<p>Developing risk management skills, analytical skills and strategies to identify bias:</p> <ul style="list-style-type: none"> <li>Managing online presence</li> <li>Digital and media literacy</li> </ul> <p>PoS Refs: H3, H30, R7, R8, R17, R30, L20, L21, L22, L23, L24, L25, L26, L27</p>	<ul style="list-style-type: none"> <li>that information online can be manipulated, misrepresented or fake</li> <li>how to critically analyse different sources of information</li> <li>how to assess the reliability of media sources and critique social media content</li> <li>how to safely manage personal information online</li> <li>strategies to maintain a positive presence online</li> </ul>	<ul style="list-style-type: none"> <li>Online Stress &amp; FOMO</li> <li>Real-Life/Online Friendships</li> <li>Body Image in a Digital World</li> <li>Propaganda, Fake News</li> <li>Online Grooming</li> </ul>
<b>Michaelmas 2</b> <b>Autonomy &amp; Advocacy</b>	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> <li>Stereotypes, prejudice and discrimination</li> <li>Promoting diversity and equality</li> </ul> <p>PoS Refs: H1, R3, R37, R38, R39, R40, R41, L10</p>	<ul style="list-style-type: none"> <li>about the importance of equality and diversity and how to celebrate these</li> <li>how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others</li> <li>how to recognise and challenge stereotypes</li> <li>the impact of stereotypes on perceptions of others</li> <li>strategies to communicate concerns about, and challenge, prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Equality Act of 2010</li> <li>Disability</li> <li>Racism</li> <li>Learning Difficulties</li> <li>LGBT Rights</li> <li>Religion and Prejudice</li> </ul>
<b>Lent 1</b> <b>Choices &amp; Influences</b>	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> <li>Drugs and alcohol</li> <li>Introduction to contraception</li> <li>Resisting peer influence</li> <li>Online choices and influences</li> </ul> <p>PoS Refs: H3, H13, H23, H24, H25, H26, H27, H28, H29, H35, H36, R20, R32, R33</p>	<ul style="list-style-type: none"> <li>how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</li> <li>about the laws relating to substances</li> <li>strategies to manage influence in relation to substances</li> <li>about contraception and how to access advice and support in relation to sexual health</li> <li>how to balance time online with other activities</li> <li>how to recognise and manage influences online</li> </ul>	<ul style="list-style-type: none"> <li>Decisions in Relation to Smoking and Vaping</li> <li>Laws Relating to Substances</li> <li>Risks and Consequences of Alcohol Use</li> <li>Attitudes towards Drugs</li> <li>Contraception and Accessing Support</li> </ul>

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<p><b>Lent 2</b>  <b>Independence &amp; Aspirations</b></p>	<p><b>Developing goal setting, motivation and self-awareness:</b></p> <ul style="list-style-type: none"> <li>Aspirations for the future</li> <li>Career choices</li> <li>Identity and the world of work</li> </ul> <p>PoS Refs: H1, L2, L3, L4, L8, L9, L11, L12, L13, L14</p>	<ul style="list-style-type: none"> <li>how to develop self-awareness by identifying personal and academic strengths and interests</li> <li>to increase motivation by setting aspirational goals</li> <li>about different careers and routes to employment</li> <li>about employment trends and how they can inform decision-making</li> <li>how to manage emotions relating to future employment and career choices</li> </ul>	<ul style="list-style-type: none"> <li>Self-Confidence</li> <li>Different Careers and Employment</li> <li>Communication Skills</li> <li>Teamwork</li> <li>Entrepreneurship</li> </ul>
<p><b>Summer 1</b>  <b>Autonomy &amp; Advocacy</b></p>	<p><b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>Healthy relationships</li> <li>Boundaries and consent</li> <li>LGBT+ inclusivity</li> <li>‘Sexting’</li> <li>Managing conflict</li> </ul> <p>PoS Refs: R2, R4, R5, R9, R10, R11, R12, R13, R14, R17, R18, R19, R23, R24, R25, R26, R27, R28, R29, R30, R31</p>	<ul style="list-style-type: none"> <li>about the features of healthy and unhealthy relationships, including online</li> <li>how to maintain respectful relationships, including online</li> <li>about sexual orientation, gender identity and diversity in sexual attraction</li> <li>how to assertively communicate and negotiate boundaries in relationships</li> <li>about the law relating to consent and how to seek, give, and not give consent</li> <li>strategies to assess readiness for intimacy and manage pressure in relationships</li> <li>how to manage requests to share intimate images, including where, when and how to report concerns</li> <li>skills and strategies to manage conflict</li> <li>about sources of support and how to access them</li> </ul>	<ul style="list-style-type: none"> <li>Digital Resilience</li> <li>Healthy Relationships</li> <li>Sexual Orientation, Gender Identity and Diversity</li> <li>Negotiating Boundaries in Relationships</li> <li>Sharing of Images</li> <li>Commitment</li> <li>Managing Disclosures (Abuse)</li> <li>Consent &amp; the Law</li> <li>Parenting</li> </ul>
<p><b>Summer 2</b>  <b>Choices &amp; Influences</b></p>	<p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>Maintaining positive mental health</li> <li>Importance of physical activity</li> </ul> <p>PoS Refs: H7, H8, H9, H10, H11, H12, H16, H18, H21, H31, R42</p>	<ul style="list-style-type: none"> <li>about the link between physical and mental wellbeing</li> <li>about the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>about attitudes towards mental health and how to challenge myths and stigma</li> <li>how to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>how to access appropriate support in relation to mental and physical health</li> </ul>	<ul style="list-style-type: none"> <li>Physical and Mental Wellbeing</li> <li>Importance of Positive Mental Health</li> <li>First Aid</li> <li>Basic Life Support</li> </ul>

Denstone College 3 <sup>rd</sup> Form – Wellbeing Curriculum			
Key Theme	Topics	Theme Objectives	Lessons
<b>Michaelmas 1</b> <b>Independence &amp; Aspirations</b>	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> <li>GCSE options</li> <li>Sources of careers advice</li> <li>Employability</li> </ul> PoS Refs: L1, L2, L3, L5, L6, L7, L8, L9, L23, L24, L26	<ul style="list-style-type: none"> <li>to evaluate influences on, and sources of advice for GCSE options and careers</li> <li>how to make informed decisions about GCSE options in relation to future goals</li> <li>skills for enterprise and employability</li> <li>laws and rights relating to young people’s employment</li> </ul>	<ul style="list-style-type: none"> <li>Goal Setting for Careers, Sources of Advice</li> <li>GCSE Options Decisions</li> <li>Employability &amp; Enterprise</li> <li>Career Paths</li> </ul>
<b>Michaelmas 2</b> <b>Autonomy &amp; Advocacy</b>	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> <li>Friendship challenges</li> <li>Gangs and violent crime</li> <li>Drugs and alcohol</li> <li>Assertive communication</li> </ul> PoS Refs: H26, H27, R19, R20, R37, R42, R43, R44, R45, R46, R47	<ul style="list-style-type: none"> <li>how to manage difficulties and challenges in friendships</li> <li>how to assertively communicate values and beliefs in challenging situations</li> <li>strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime</li> <li>to evaluate attitudes and social norms in relation to substance use</li> <li>the risks and consequences of substance misuse</li> <li>exit strategies in risky or dangerous situations and how to access support</li> </ul>	<ul style="list-style-type: none"> <li>Managing Friendships, inc. Conflict</li> <li>Managing Pressure in Gangs</li> <li>Managing Pressure - Substance Use</li> <li>Managing Pressure - Anti-Social Behaviour, Serious &amp; Organised Crime</li> <li>Exit Strategies in Risky/Dangerous Situations</li> </ul>

<p><b>Lent 1</b></p> <p><b>Choices &amp; Influences</b></p>	<p><b>Developing empathy, compassion and strategies to access support:</b></p> <ul style="list-style-type: none"><li>• Mental health (including self-harm and eating disorders)</li><li>• Change, loss and bereavement</li><li>• Healthy coping strategies</li></ul> <p>PoS Refs: H7, H8, H9, H10, H11, H12, R1, R14, R18, R21, R22</p>	<ul style="list-style-type: none"><li>• to build digital resilience for emotional wellbeing</li><li>• about maintaining mental health and emotional wellbeing, including healthy coping strategies</li><li>• to recognise warning signs of unhealthy coping strategies, including self-harm and eating disorders</li><li>• how to access help and support in relation to mental health and emotional wellbeing</li><li>• to recognise new opportunities that change can bring</li><li>• strategies for managing loss and change and how to empathise with, and show compassion for peers</li></ul>	<ul style="list-style-type: none"><li>• Managing our Mental Health</li><li>• Reframing Negative Thinking</li><li>• Unhealthy Coping Strategies</li><li>• Healthy Coping Strategies</li><li>• What is Happiness?</li><li>• Loss &amp; Bereavement</li></ul>
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<p><b>Lent 2</b> <b>Independence &amp; Aspirations</b></p>	<p><b>Developing analytical skills and strategies to identify bias and manage influence:</b></p> <ul style="list-style-type: none"> <li>Financial decisions</li> <li>Saving and borrowing</li> <li>Gambling, financial choices and debt</li> </ul> <p>PoS Refs: H5, H32, R17, L15, L16, L17, L18, L19, L27</p>	<ul style="list-style-type: none"> <li>how to recognise and manage the impact of the media and advertising on decision making, including online</li> <li>about saving, borrowing and how to manage money</li> <li>how to make informed financial choices and where and how to seek help, advice and support if needed about the risks related to gambling behaviours and chance based transactions, including online</li> <li>to identify common forms of fraud and online scams</li> <li>how to access help in relation to gambling harms or fraud</li> </ul>	<ul style="list-style-type: none"> <li>Influence of the Media</li> <li>Finances &amp; Debt</li> <li>Gambling Behaviours</li> <li>Managing My Money, Fraud &amp; Online Scams</li> <li>Consumer Rights</li> </ul>
<p><b>Summer 1</b> <b>Autonomy &amp; Advocacy</b></p>	<p><b>Developing assertive communication, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>Healthy/unhealthy relationships</li> <li>Consent</li> <li>Relationships and sex in the media</li> </ul> <p>PoS Refs: R2, R7, R8, R9, R10, R11, R12, R16, R24, R25, R26, R27, R35, R36, L25</p>	<ul style="list-style-type: none"> <li>about the features of healthy, intimate relationships, including that they should be equitable and pleasurable</li> <li>how to recognise healthy and unhealthy relationship behaviours</li> <li>about stable, committed relationships and features of family life</li> <li>about personal values and their influence on relationship expectations</li> <li>about the influence of the portrayal of sex in the media, including pornography, on self-concept, relationship values and expectations</li> <li>about the legal and moral responsibilities in relation to seeking consent</li> <li>how to recognise factors that might affect capacity to consent</li> </ul>	<ul style="list-style-type: none"> <li>Healthy, Intimate Relationships</li> <li>Healthy and Unhealthy Relationships</li> <li>Commitment</li> <li>Relationships and Consent in the Media</li> <li>Teenage Relationship Abuse</li> <li>Influence of Pornography</li> <li>Consent and the Law</li> </ul>
<p><b>Summer 2</b>  <b>Choices &amp; Influences</b></p>	<p><b>Developing decision making, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>Sexually transmitted infections (STIs)</li> <li>Contraception</li> </ul>	<ul style="list-style-type: none"> <li>how to make informed decisions about sexual health and access reliable advice and support</li> <li>about sexually transmitted infections and how to reduce chances of transmission</li> <li>how to choose and access contraception</li> <li>about the consequences of unintended pregnancy and how to access appropriate support</li> <li>about health prevention measures, cancer awareness and the importance of self-examination, especially for early</li> </ul>	<ul style="list-style-type: none"> <li>First Aid</li> <li>Basic Life Support</li> <li>Cancer Awareness</li> <li>STIs &amp; Contraception</li> <li>Unintended Pregnancy</li> </ul>

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- Cancer awareness
- First aid

PoS Refs: H19, H20, H21, H30, H31,  
H33, H35, H36, R32, R33, R34

- detection of testicular cancer
- to revisit and further develop first aid and life-savingskills

**Denstone College 4<sup>th</sup> Form – Wellbeing Curriculum**

Key Theme	Topic	Lesson Objectives	Lessons
Michaelmas 1 <b>Independence &amp; Aspirations</b>	<b>Developing self-awareness, goal-setting, adaptability and organisation skills:</b> <ul style="list-style-type: none"> <li>Managing transition to key stage 4 including learning skills</li> <li>Managing mental health concerns</li> </ul> <p>PoS Refs: H1, H2, H5, H6, H7, H8, H9, H10, H19, H20, H21, L1, L2, L3</p>	<ul style="list-style-type: none"> <li>skills to improve adaptability and resilience during periods of change or transition and strategies to manage change</li> <li>learning skills for key stage 4, e.g. organisation, time management and goal setting</li> <li>about common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies</li> <li>strategies for managing common mental health concerns, including stress management techniques</li> <li>about the impact and consequences of substance use, including addiction, on physical and mental health, life chances and personal safety</li> </ul>	<ul style="list-style-type: none"> <li>Transition and Resilience</li> <li>Learning Skills for GCSE</li> <li>Mental Health Concerns</li> <li>Managing Mental Health</li> <li>Impact of Substance Use</li> </ul>
Michaelmas 2 <b>Autonomy &amp; Advocacy</b>	<b>Developing empathy and compassion, strategies to manage influence and assertive communication:</b> <ul style="list-style-type: none"> <li>Relationship expectations</li> <li>Impact of pornography</li> <li>Identifying and responding to abuse and harassment</li> </ul> <p>PoS Refs: R1, R3, R7, R8, R9, R10, R16, R17, R18, R19, R28, R29, R30, R31, R32</p>	<ul style="list-style-type: none"> <li>about relationship expectations and how to identify and evaluate own beliefs and values in relation to these</li> <li>how to assertively communicate relationship expectations</li> <li>how to recognise manipulation and coercion, how to seek and assertively give or not give consent</li> <li>how to evaluate and manage the influence of pornography</li> <li>how to identify the signs of abusive relationships, and where and how to access support and report concerns, including online</li> <li>to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>how to respond to harassment, including online, and violence; where to seek help</li> </ul>	<ul style="list-style-type: none"> <li>Relationship Expectations, Managing Relationships</li> <li>Relationship Rights &amp; Abuse</li> <li>Attitudes towards Sexual Assault and Impact</li> <li>Harassment</li> <li>Manipulation and Coercion</li> <li>Influence of Pornography</li> </ul>
Lent 1 <b>Choices &amp; Influences</b>	<b>Developing agency, decision making and strategies to manage influence and access support:</b>	<ul style="list-style-type: none"> <li>how to identify risky and emergency situations, including online; how and when to seek help</li> <li>about the importance of seeking help and giving accurate information, even in cases where there may be legal consequences for those involved</li> </ul>	<ul style="list-style-type: none"> <li>Emergency and Risky Situations</li> <li>Impact of Substance Use on Safety</li> <li>Manage Relationships Online</li> <li>Behave Legally, Responsibly, Ethically Online</li> <li>Sexual Intimacy, Consequences</li> </ul>

	<ul style="list-style-type: none"> <li>• First aid and life-saving</li> <li>• Personal safety</li> <li>• Online relationships</li> </ul> <p>PoS Refs: H23, H24, H26, R14, R15, R20, R21, R22</p>	<ul style="list-style-type: none"> <li>• to identify and manage the impact of substance use on personal safety, decision making and sexual behaviour</li> <li>• to consolidate first aid and life-saving skills</li> <li>• to evaluate and manage the opportunities and risks of establishing and conducting relationships online</li> <li>• how to behave legally, ethically and responsibly online, including in online aspects of relationships</li> <li>• how to assess readiness for sexual intimacy, including online and in new relationships, and to evaluate the possible legal, emotional and social consequences</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid and Life Saving</li> </ul>
<p>Lent 2</p> <p><b>Independence &amp; Aspiration</b></p>	<p><b>Developing goal setting, leadership and presentation skills:</b></p> <ul style="list-style-type: none"> <li>• Skills for employment</li> <li>• Applying for employment</li> <li>• Online presence and reputation</li> </ul> <p>PoS Refs: H1, L1, L2, L3, L12, L23</p>	<ul style="list-style-type: none"> <li>• about options available in education, training and employment post-16</li> <li>• how to prepare for employment, including how to write a CV, apply for a job and prepare for interviews</li> <li>• about the importance of skills for employability, e.g. leadership, teamwork and presentation skills</li> <li>• how to create and present a positive personal image and a positive online presence</li> <li>• how to assess and evaluate strengths to set realistic, aspirational goals</li> </ul>	<ul style="list-style-type: none"> <li>• Options Post-16</li> <li>• Prepare for Employment</li> <li>• Importance of Skills for Employability</li> <li>• Creating a Positive Personal Image</li> <li>• Personal Strengths</li> </ul>
<p>Summer 1</p> <p><b>Autonomy &amp; Advocacy</b></p>	<p><b>Developing respect for diversity, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Nature of committed relationships</li> <li>• Forced marriage</li> <li>• Diversity and discrimination</li> <li>• Extremism</li> </ul> <p>PoS Refs: R4, R5, R6, R9, R33, R34, R35, R37, L24, L25, L26, L27, L28, L29</p>	<ul style="list-style-type: none"> <li>• how to make informed decisions about marriage and other long term commitments</li> <li>• about the unacceptability of forced marriage and how to safely seek help</li> <li>• to respect diversity in gender identity, sexual orientation, faith, race and disability</li> <li>• about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</li> <li>• how to manage the influence of gender and sexual norms and stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Marriage</li> <li>• Forced Marriage</li> <li>• Diversity - Gender Identity, Sexual Orientation, Faith, Race, Disability</li> <li>• Challenging Discrimination</li> <li>• Influence of Gender Norms and Stereotyping</li> <li>• Extremism</li> </ul>

**Policy Last Reviewed: Aug 2024 by CSF ES**  
**Next Review Scheduled: Aug 2025 by CSF ES**

- about the support available to people with protected characteristics and how to access advice and help for self or others

		<ul style="list-style-type: none"> <li>• how personal data is generated, collected and shared and may be used with the aim of influencing decisions</li> <li>• how to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this</li> <li>• about extremism, how to reduce the risks and where to seek help</li> </ul>	
<p>Summer 2</p> <p><b>Choices &amp; Influences</b></p>	<p><b>Developing motivation, organisation, leadership and presentation skills:</b></p> <ul style="list-style-type: none"> <li>• Preparation for, and reflection on, work experience</li> </ul> <p>PoS Refs: H1, L1, L3, L4, L5, L6, L7, L8 L9, L10, L11, L13, L14, L15, L22, L24</p>	<ul style="list-style-type: none"> <li>• how to independently research and apply for work experience opportunities</li> <li>• about rights and responsibilities in the workplace, including in relation to health and safety</li> <li>• how to evaluate and reflect on work experience and use this evaluation to inform future goal-setting</li> <li>• how to evaluate the changing patterns and trends in the labour market, locally, nationally and internationally</li> <li>• how to benefit from opportunities online for career development and manage potential challenges</li> <li>• positive and safe ways to create and share content online and how to take advantage of the opportunities this may offer</li> </ul>	<ul style="list-style-type: none"> <li>• Work Experience</li> <li>• Rights and Responsibilities in the Workplace</li> <li>• Changing Conditions of the Labour Market</li> <li>• Career Development Online</li> <li>• Create and Share Content Online</li> </ul>

<b>Denstone College 5<sup>th</sup> Form – Wellbeing Tutorial Programme</b>	
<b>Year</b>	<b>Lessons</b>
<b>5<sup>th</sup> Form</b>	<ul style="list-style-type: none"><li>• Inappropriate Behaviours</li><li>• Fertility &amp; Routes to Parenthood</li><li>• Pregnancy Outcomes</li><li>• Abortion</li><li>• Gangs</li><li>• Criminal Exploitation</li><li>• Hate Crime</li></ul>