



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘ Encouraging Big Ideas’

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

Ratcliffe College Senior School (Years 7-13)

Personal, Social, Health and Citizenship Education (PSHCE) Policy

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Review Date: Aug 2024	Next Review: September 2025

Signed

(Chair of Governors)

Signed

(Headmaster)

Rationale

As a Roman Catholic Rosminian school, at Ratcliffe College we have a clear focus on the value of the individual. PSHCE is underpinned by this belief, exemplified by our Mission Statement that all should be able to *Learn and Grow in the Light of the Gospel*. Therefore, we have a commitment to facilitating our students' understanding of each person as a beloved child of God. We do this by reflecting on our school motto – *Love is the Fulfilment of the Law*. In *Maxims of Christian Perfection*, our founder, Blessed Antonio Rosmini, states that "All...are called to perfection, no matter what their state or condition may be... The perfection of the Gospel consists in the fulfilment of the two commandments of love, of God and of neighbour." This provides a clear rationale for all our teaching of PSHCE within the framework of the Christian belief in the dignity of each human, created from and for love and relationship with God and with one another.

Whether Catholic, of other faiths, or of none, all those within the College community are held to be unique, precious and a gift to self and others. This policy is therefore founded on Christian values and the teachings of the Catholic Church. Pope Francis emphasises that "the acceptance of our body as a gift from God is vital for welcoming and accepting the entire world as a gift from the Father... learning to accept your body, to care for it and to respect its fullest meaning." Thus, positive person-centred education is at the heart of the College's PSHCE programmes, focussing on the integrity of the whole human person, body and soul.

Our aims for PSHCE are:

1. To help foster the Catholic Rosminian ethos of the school.
2. To assist students in developing awareness of their responsibility to themselves, others and the school.
3. To foster a greater sense of security, co-operation and achievement at school.
4. To help students explore their own performance, feelings, attitudes and values; thereby fostering the development of a positive self-image amongst students.
5. To work towards the improvement of each student's academic performance throughout all areas of the curriculum.
6. To help students develop a greater sense of understanding and empathy towards other members of our school community.
7. To encourage students to examine and evaluate their attitude towards important social issues.

8. To prepare students for life after school in a time of increasingly accelerating social, moral and economic change.
9. To increase awareness of issues on the world-wide stage and promote a caring and sympathetic approach to the plight of others less fortunate than themselves.

We understand that:

- PSHCE raises the self-esteem of students, valuing and building upon the ideas of the young people themselves. It accepts that we are all different, yet all are equally valued: it encourages young people to consider the consequences of their own actions.
- PSHCE ensures that the students will develop the skills, knowledge and attitudes which enable them to take control of their own lives and remember their responsibility to others.
- PSHCE is reflected not only through the taught curriculum but also through our expectations as outlined in the Positive Behaviour and Relationships Policy and the Anti-bullying Policy; the strength of relationships between staff and students; the physical environment of our school and campus; and a wide range of co-curricular opportunities available to our students.
- PSCE reinforces Spiritual, Moral, Social and Cultural development, reinforcing the half-termly Gospel Values and being simpatico with the wider Pastoral Programme and the work of the Chaplaincy. Fundamental British Values are taught and reinforced throughout the programme.

The incorporation of Careers Education within PSCE represents an opportunity for PSHCE to have a significant impact on the development of students as individuals. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help our young people to become successful and happy adults who make a meaningful contribution to society. The Careers programme is written, tracked and mapped in relation to the Gatsby Benchmarks. Full details of Ratcliffe College's Careers programme can be read in the Careers Policy.

The programme also incorporates Relationships, Sex and Health Education, as set out in the government's statutory guidance and the RSHE Policy.

Timetabling

The PSHCE programme consists of 26 drop-down sessions throughout the year, taking place at least once a fortnight. At Ratcliffe College, the PSHCE programme is taught by form tutors, so that students are being taught by the teachers who know them best. For certain topics we do ask experts to lead classes: this may be our own staff or reputable external speakers.

The PSHCE programme is designed to address three key areas in blocks of sessions. These are:

- Careers Education
- PSHE Education, often supported by Wellio resources.
- Relationships, Sex and Health Education, often supported by Ten Ten resources.

Assessment and Evaluation

We use baseline assessment activities to find our pupils' prior knowledge and understanding of topics. This may take place through surveying or through an online resource. These responses are reviewed by the PSHCE Coordinator and Assistant PSHCE Coordinator, whereby the planned PSHCE activities may be amended. Depending on the length of time spent on one topic, there may also be arrangement of mid-point assessments to further enhance the programme.

Students complete endpoint assessments after a topic of learning. These are reviewed by the PSHCE Coordinator and Assistant PSHCE Coordinator to identify areas for review in future planning, as well as to highlight topics which the students may have engaged with particularly well or particularly poorly. This also supports the review of external speakers.

Roles, responsibilities and staff training

Direction of the PSHCE programme is delegated to the PSHCE Coordinator by the Governors and the Senior Leadership Team. Governors and the Senior Leadership Team will, from time to time, observe PSHCE lessons and feedback their observations to the PSHCE Coordinator and the teachers observed.

- The **Deputy Head Pastoral** line-manages the PSHCE Coordinator.
- The main roles of the **PSHCE Coordinator** are to:
 - Plan, sequence and resource the PSHCE programme for Years 7 to 13, being responsible for the progression and co-ordination of the subject. This involves the identification of where external speakers or members of the teaching staff have the expertise to delivered talks and experiences to enrich students' learning of PSHCE topics.
 - Monitor, evaluate & develop the PSHCE programme, including assessing student progress and the accessibility of elements of the programme, such as visiting speakers or new resources.
 - Liaise with students, Form Tutors, Heads of Year and Senior Management Team about the programme.
 - Support Form Tutors and Heads of Year in planning PSHCE activities.
 - Maintain up-to-date training to aid leadership of PSHCE.
 - Lead and assist in school-based INSET for teaching staff.
 - Liaise with the different parts of the school to help ensure a coherent and complementary programme throughout the school.
 - Arrange venues and resources for PSHCE visiting speakers.
 - Hold a new staff induction each academic year for new staff to introduce them to how the PSHCE programme works and what the requirements of the tutor are.
- The main roles of the **Assistant PSHCE Coordinator** are to:
 - Lead on the assessment of learning and progress within PSHCE lessons,
 - Gather, collate and analyse stakeholder feedback,
 - Support the PSHCE Coordinator with the smooth delivery of the program throughout the academic year.
- The main roles of the **Heads of Year** are to:
 - Liaise with the Head of PSHCE with regard to the content of the PSHCE programme.
 - Liaise with the Head of PSHCE about the arrangements for visiting speakers.
 - Observe sessions regularly and forward feedback to the Head of PSHCE.
 - Ensure that resources are available for Form Tutors.

- To provide tutor feedback on PSHCE to the Senior Leadership Team and the PSHCE Coordinator.
- The **Form Tutors** are the key people in the delivery of PSHCE to their Tutor Groups. To do this, they will:
 - Liaise with the Head of Year and the Head of PSHCE with regard to content of the PSHCE programme.
 - Prepare for the session, familiarising themselves with content, asking for support if necessary and ensuring that they have the resources available for tutees prior to each session.
 - Engage with the Tutor Programme within tutor time to engage with any follow-up of PSHCE topics to facilitate the PSHCE development of their tutees.

Curriculum Planning, Teaching and Learning

A range of teaching and learning styles are used to ensure that students are actively learning and engaging with the topics. Students will be involved in discussions, investigations, debates, role-play, and problem-solving activities. Each year group LAO has the opportunity to hear from expert visiting speakers. This allows students to develop skills and attributes such as organisation, oracy and listening, as well as values such as empathy and compassion.

Topics are arranged in themed, coherent blocks to ensure continuity of learning. The number of lessons in each block may vary according to the topic content to be delivered. PSHCE is not taught within tutor time, but tutors are encouraged to use tutor time to review PSHCE topics.

PSHCE lessons are timetabled fortnightly on a rolling programme for 16 sessions, the additional 10 sessions are held as double periods, the content of which is written as 'Programmes of Study'.

The Objectives of the PSHCE programme and details of individual year group programmes are detailed in Appendix 1. These programmes are subject to change according to the review of student feedback in baseline, midpoint, or endpoint testing, or according to the developing pastoral and safeguarding needs of the College or year groups. The PSHCE Coordinator meets with the Deputy Head Pastoral regularly throughout the year to share information which may lead to the development of programmes of study for particular year groups.

The programmes of study follow a spiral curriculum, gradually building concepts over time by returning to similar themes and building on links with the wider Pastoral Programme, such as to tutor time or Chaplaincy, or cross-curricular topics.

The programmes of study delivered in the PSHCE lessons are also enhanced and enriched by the following important experiences, which are a feature of any student's life at Ratcliffe College:

- Opportunities for prayer and worship, both collective and personal
- Through assemblies – School, House and Year group
- Involvement of students in assemblies
- Awareness of the needs of others through works of Christian charity (at home & abroad)
- Positions of responsibility – e.g. Monitors, Prefects, Head Boy and Head Girl, House Captains and Sports Captains
- Representatives at student committees

- School residential experiences, activities days/weeks, retreats, The Duke of Edinburgh's Award Scheme, foreign exchange visits and community links
- The co-curricular activities programme
- Involvement in school productions and events
- Boarding night prayers – boarders only
- Maintenance of the student planner
- Recognition of achievement through the Rewards system
- Involvement in the school's House System
- Interaction with guests and visitors to the school
- Participation in school Open Mornings, acting as guides and working within departments
- Opportunities for Careers interviews and Work Experience
- Through promoting positive relationships with each other and with members of staff
- Through the school's expectations and code of behaviour outlined in the Positive Behaviour and Relationships Policy
- Ensuring that the physical environment of the school and campus is aesthetically pleasing and well cared for
- The tutor programme, affording the students additional discussion time on topics.
- The wellbeing focus organised by the Student Wellbeing Coordinator.

Establishing a safe learning environment

As PSHCE is taught by tutors, who in many cases will know the familial, pastoral and safeguarding context their tutees better than any other teacher, we can ensure that topics are safely distanced from pupils' lives, avoid shock or shame, yet maintain relevance. A group agreement is established within each tutor group before RSHE topics to explain the ground rules for an effective learning environment. Resources are shared with tutors in the fortnight before a PSHCE session, allowing them time to thoughtfully engage with any problems this may cause a student, and adapt a lesson plan accordingly or seek advice from the PSHCE coordinator, the Head of Year, or the Director of Safeguarding.

The familiarity between tutor and tutee means that the opportunity exists within PSHCE for students to be regularly signposted to help available within school and externally, such as pastoral support or advice.

PSHCE also benefits from the established ground rules of tutor groups and year groups. There is an expectation at Ratcliffe College that the opinions of all matter, and teachers are supported by the Positive Behaviour and Rewards Policy and by Heads of Year in establishing these conditions within their tutor groups.

The relationship between tutors and tutees also helps to ensure that the PSHCE programme is inclusive. Tutors will be familiar with reasonable adjustments that are made to assist the learning of their tutees, such as because of SEND. Although PSHCE at Ratcliffe College exists

within an explicitly Roman Catholic charism, the positive, person-centred approach of PSHCE ensures that it is accessible by all, regardless of any protected characteristic.

Tutors and Heads of Year proactively support students with increased vulnerability to certain topics. The sharing of programmes of study at the beginning of the year by the PSCE coordinator, and their sharing of resources in the fortnight preceding a PSHCE session allows tutors and Heads of Year to make discerning interventions to support a student who may have an increased vulnerability to a certain topic. If considered appropriate, the Head of Year may speak with the student and/or their parents/carers to offer an alternative provision for the session, or arrangements may be made for the student to have some 'time-out' from a session if necessary.

Responding to questions and managing disclosures

By teaching PSHCE primarily within tutor groups, there is the space for all students to ask questions and be made to feel valued by a trusted teacher, their form tutor. Students are encouraged to ask questions within PSHCE, and the PSHCE Coordinator and Lay Chaplain provide support to any member of staff who feel they need to develop their knowledge and understanding of a topic. Teachers are supported in their management of questioning and discussions through teaching and learning INSET and the Positive Behaviour and Relationships Policy.

Students with questions they wish to ask anonymously can use the Whisper app, which connects them to the Deputy Head Pastoral and the Director of Safeguarding.

Due to the nature of PSHCE education, students' learning may result in them making a disclosure. The College's Safeguarding and Child Protection Policy details the response of all members of staff should they be concerned about a student or receive a disclosure. PSHCE Coordinator should ensure that external contributors are clear about the expectations of the Safeguarding and Child Protection Policy.

Engaging with parents and other stakeholders

In accordance with teaching in *Gravissimum Educationis* (Pope Paul VI), the College recognises that parents have 'the primary and inalienable right and duty to educate their children'. The College encourages dialogue with parents about matters relating to PSHCE and the curriculum rationale and content is kept up-to-date on the school's website. Parent Cafes and Information Evenings provide regular opportunities for parents to engage in such dialogue with pastoral leaders. Parents are also consulted in the annual review of this policy, in order to collaborate with families and ensure that our PSHCE programmes reflect our school community.

If a parent is unhappy about the content or delivery of the school's PSHCE provision, then they are encouraged in the first instance to address this informally with the PSHCE co-ordinator. Otherwise, they may write to the Deputy Head Pastoral in the Senior School, outlining the nature of their concern or complaint.

Consultation with students is crucial to allow teaching to meet their needs and address the issues they face. Methods of consultation include conversations during learning walks, focus groups, and student surveys.

Teaching staff are consulted regularly about the PSHCE programme. This happens primarily through a survey, which is reviewed by the Deputy Head Pastoral and the PSHCE Coordinator. More informal feedback is gathered through conversation, particularly to seek feedback about new resources, sessions, or visiting speakers.

Review

This policy is reviewed at least annually by the Deputy Head Pastoral and the PSHCE Coordinator.

Links to other policies

- Safeguarding and Child Protection Policy
- Curriculum Policy
- Pastoral Care Policy
- Statement of Boarding Practice and Principles (Boarding Policy)
- Positive Behaviour and Relationships Policy
- Careers Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Equal Opportunities Policy
- Acceptable Use Policy
- Relationship, Sex and Health Education Policy
- Social, Emotional and Mental Health Policy
- Special Education Needs Policy
- Teaching and Learning Policy
- Teaching Political Issues Policy
- Visitors Including Contractors Policy
- Gender Identity Policy
- Drugs Policy
- Alcohol Policy
- Cultural Development Policy
- Smoking and Vaping Policy

Appendix 1 – Personal, Social, Health and Citizenship Education Policy

PSHCE Objectives

Year 7

1. To promote a sense of well being, belonging and security for students beginning a new school.
2. To understand the school rules and systems to enable students to integrate and interact with the organisation of the school.
3. To develop effective relationships with their peers, so that they feel trust, concern and support for one another.
4. To develop self-esteem and confidence so that they can become effective independent learners and allow their personal growth.
5. To be aware of others who are less fortunate than themselves and to respect cultural differences.
6. To review their strengths and weaknesses in relation to their work and to set realistic targets.
7. To understand how to keep healthy, and be aware of influences on health.
8. To inform students of the basic facts and the importance of laws, including school rules and the role of the local government.
9. To be aware of their role in society with regards to voting, the electoral system, freedom of speech and opportunities for them to bring about change within the local and global community.

Years 8 & 9

1. To continue to develop self-esteem by allowing students the opportunity to reflect on personal qualities they possess and to gain a greater understanding of the qualities important to them.
2. To develop skills such as discussion, listening, co-operation required for group activities.
3. To develop an awareness of physical and emotional changes and how to manage these.
4. To respect the differences between people as they develop a sense of identity.
5. To continue to review their strengths and weaknesses in relation to their work and to set realistic targets.
6. To reflect on their contribution to the school community.
7. To demonstrate personally effective ways of resisting pressure which threatens their own safety and the safety of others.
8. To understand that personal actions have consequences and that within relationships there must be negotiation and compromises.
9. To inform students of the basic facts about alcohol and illegal substances and the risks associated with misuse of prescribed drugs and gambling
10. To prepare and plan for realistic choices for KS4, and use a variety of resources in order to research future career aspirations.

11. To develop an awareness crime and punishment and an understanding of the role of the Police, the importance of rights and democracy within the UK and the European community.
12. To be aware of their role in society with regards to voting, the electoral system, freedom of speech and opportunities for them to bring about change within the local and global community.

Years 10 & 11

1. To continue to develop self esteem by providing opportunities to assess their personal qualities, skills, achievements and potential to set personal goals.
2. To have a sense of their own identity and present themselves confidently in a range of situations and have an understanding of the responsibility of being senior students.
3. To make informed decisions about personal health and to be able to resist unhelpful peer group pressure, particularly in relation to eating patterns, self-image and social networking
4. To know how and where to seek professional advice on matters relating to health.
5. To develop effective and fulfilling relationships, learning to respect the differences between people and be able to manage changing relationships using strategies to resolve conflict peacefully.
6. To be aware of their responsibilities towards others who are less fortunate.
7. To recognise and manage influences and pressure, for example by learning strategies for coping with stress caused by exams. To reinforce study skills, particularly revision techniques and coursework completion.
8. To understand all the options post-16, including continuing education and training as well as employment, and their financial implications.
9. To continue to follow a careers programme to help plan appropriate routes, and develop career management skills, and the knowledge of how to access the appropriate information.
10. To discuss the value of family life and the need for good parenting,
11. To be aware of their role in society with regards to voting, the electoral system, freedom of speech and opportunities for them to bring about change within the local and global community.

Years 12 & 13

1. To help students explore and evaluate their own performance, feelings, attitudes and values; thereby fostering the development of a positive self-image amongst the students.
2. To help students develop a greater sense of understanding, empathy and respect towards other people.
3. To provide students with opportunities to explore, develop and evaluate their attitudes towards important social issues.
4. To provide students with strategies for improving their performance throughout all areas of the curriculum
5. To enable students to develop skills of communication, teamwork and leadership.
6. To equip students with knowledge and understanding in preparation for life after school (financial awareness, applications for Higher Education and employment, etc.)
7. To make students aware of the dangers of drugs (including alcohol and nicotine) and to encourage students against their misuse.
8. To make students aware of external threats to their well-being (to include road safety, *bullying, and intimidation* by strangers and the continued influence of social media) and to provide strategies for minimising these threats.

Year 7 PSHCE Programme 2024-25

RSE
Core Scheme
Careers/LITWW
Well-being

Unit title		Content
Health & Well-being Transition & Safety	Monday 2 Sept Period 2 Monday 2 Sept Period 3 Monday 9 Sept Period 2 Monday 23 Sept Period 3 Monday 7 Oct Period 4	1. RSE – Well-Being (A positive start to the year) – Carousel 2. RSE – Well-Being (A positive start tot the year) – Carousel . 3. Wellio - Transition to new school – Getting ready for high school – Tutor Led Session 4. Wellio – From strangers to friends – Tutor Led Session 5. Wellio - Social media addiction – Tutor Led Session
Relationships - Building Relationships	Tuesday 5 Nov Period 2 Tuesday 19 Nov Period 3 Tuesday 3 Dec Period 4 Friday 13 Dec Period 2 Friday 13 Dec Period 3	6. Wellio -Internal Anti Bullying Wk - understanding bullying - Tutor Led Session 7. Wellio – The power of self-care – Tutor Led Session 8. Wellio – The many forms of relationships – Tutor Led Session 9. RSE/FBV – External speakers – FBV - St Phillips Centre 10. Wellio – Managing unhealthy and toxic relationships – Tutor Led Session
Relationships - Diversity	Wednesday 8 Jan Period 2 Wednesday 22 Jan Period 3	11. Wellio – Breaking down stereotypes – Tutor Led Session 12. Wellio - Children’s Mental Health Wk – Mental health monitoring – Tutor Led Session
Living in the Wider World – Developing skills and aspirations	Wednesday 5 Feb Period 4 Wednesday 26 Feb Period 5 Thursday 13 March Period 2 Thursday 27 March Period 3	13. Careers Session – Step into the NHS Competition 1. (swap with sessions below) 14. National Careers Week - Step into the NHS Competition 2. 15. Careers Session - Step into the NHS Competition 3. 16. Careers Session - Step into the NHS Competition 4.
Health & Well-being - Health & puberty	Thursday 1 May Period 4 Friday 16 May Period 2 Friday 6 June Period 3 Friday 20 June Period 4 Friday 27 June Period 5 Friday 27 June Period 6	17. RSE – Changing bodies – 1010 Resources – Tutor Led Session 18. RSE – Healthy inside & out – 1010 Resources – Tutor Led Session 19. RSE – Family and friends - 1010 Resources – Tutor Led Session 20. RSE – My life on screen – 1010 Resources – Tutor Led Session 21. RSE – Living responsibly – 1010 Resources – Tutor Led Session 22. Year 10 enterprise event/follow up discussion
Living in the Wider World – Financial decision making	Monday 30 th June Period 1 Monday 30 th June Period 2 Monday 30 th June Period 3 Monday 30 th June Period 4	23. Careers Session – Introduction to Unifrog – Tutor Led Session (democracy election) 24. Careers Session – saving borrowing budgeting new need! – Tutor Led Session 25. Careers – External Speaker led workshop – LEBC What is My Job? 26. Careers – Unifrog Year 7 Record of Achievement & Skills – Tutor Led Session

Year 8 PSHCE Programme 2024-25

Unit title		Content
Health & Well-being - Drugs & Alcohol	Monday 2 Sept Period 2 Monday 2 Sept Period 3 Monday 9 Sept Period 2 Monday 23 Sept Period 3 Monday 7 Oct Period 4 Tuesday 5 Nov Period 2	<ol style="list-style-type: none"> 1. RSE – Well-Being (A Positive start to the year) – Internal Speaker 2. RSE – Well-Being (A Positive start to the year) – Tutor follow up session. 3. Wellio – Drug Awareness – Tutor Led Session 4. Wellio – Peer pressure survival guide – Tutor Led Session 5. Wellio – Alcohol awareness – Tutor Led Session 6. RSE - Internal Anti-Bullying Week – Together against bullying – Tutor Led Session (T-shirt competition during tutor times)
Living in the Wider World – Setting goals	Tuesday 19 Nov Period 3 Tuesday 3 Dec Period 4 Friday 13 Dec Period 2 Friday 13 Dec Period 3	<ol style="list-style-type: none"> 7. Careers Session – Identifying Interests – Tutor Led Session 8. Careers Session – Unifrog GCSE Choices, Choices! – Tutor Led Session 9. Careers Session - Equipped to Succeed/LEBC Speed Network/What Can I do with –Tutor Led 10. Careers Session – as above
Living in the Wider World - community & careers	Wednesday 8 Jan Period 2 Wednesday 22 Jan Period 3 Wednesday 5 Feb Period 4 Wednesday 26 Feb Period 5	<ol style="list-style-type: none"> 11. Careers Session – GCSEs at Ratcliffe College 12. Wellio - Children’s Mental Health Wk – Measuring our self-worth – Tutor Led Session 13. RSE - Internal E-Safety Week - Think Before you Share - External Speakers – Warzone 14. National Careers Week - External Speakers - TBC
Relationships - Discrimination	Thursday 13 March Period 2 Thursday 27 March Period 3	<ol style="list-style-type: none"> 15. RSE – The wider world – 1010 Resources – Tutor Led Session 16. RSE – Tough Relationships - 1010 Resources – Tutor Led Session
Health & Well-being - Emotional well-being	Thursday 1 May Period 4 Friday 16 May Period 2 Friday 6 June Period 3	<ol style="list-style-type: none"> 17. Wellio – Empowering positive masculinity – Tutor Led Session 18. Wellio – Real life resilience – Tutor Led Session 19. Wellio – Journey to self-discovery – Tutor Led Session
Relationships - Identity & relationships	Friday 20 June Period 4 Friday 27 June Period 5 Friday 27 June Period 6 Monday 30 th June Period 1 Monday 30 th June Period 2 Monday 30 th June Period 3 Monday 30 th June Period 4	<ol style="list-style-type: none"> 20. RSE -. Appreciating differences – 1010 Resources – Tutor Led Session 21. RSE – Feelings - 1010 Resources – Tutor Led Session 22. Year 10 enterprise event/follow up discussion previous topic – Tutor Led Session 23. RSE – Alton Castle 24. RSE – Alton Castle 25. RSE –Alton Castle 26. RSE - Alton Castle

Year 9 PSHCE Programme 2024-25

Unit title		Content
Living in the Wider World – Employability skills	Monday 2 Sept Period 2 Monday 2 Sept Period 3 Monday 9 Sept period 2 Monday 23 Sept period 3 Monday 7 Oct period 4 Tuesday 5 Nov period 2	1. RSE - Well-Being (A positive start to the year) – Internal Speaker 2. RSE -Well-Being (A positive start tot the year) – Tutor follow up Session 3. Careers Session 4. Careers Session 5. Careers Session 6. Careers Session (Internal Anti-bullying Wk)
Relationships – intimate relationships	Tuesday 19 Nov period 3 Tuesday 3 Dec period 4 Friday 13 Dec period 2 Friday 13 Dec period 3	7. RSE – Love people Use things - 1010 Resources - Tutor Led Session 8. RSE – In control of my choices – 1010 Resources – Tutor Led Session 9. RSE – External Speakers – conflict resolution – Diversify 10. RSE/Wellio - Empathy in Action – Tutor Led Session
Living in the Wider World -digital literacy, resilience & democracy	Wednesday 8 Jan period 2 Wednesday 22 Jan period 3 Wednesday 5 Feb period 4 Wednesday 26 Feb period 5	11. Wellio – Exploring the Democratic Process– Tutor Led Session 12. Wellio - RSE - Children’s Mental Health Wk – Building mental agility– Tutor Led Session 13. Wellio - RSE - Internal E-Safety Week – Digital footprint– Tutor Led Session 14. National Careers Week - External Speaker
Relationships - Respectful relationships	Thursday 13 March period 2 Thursday 27 March period 3	15. RSE – Fertility & Contraception – 1010 Resources – Tutor led Session. 16. RSE – 100 Percent– 1010 Resources – Tutor led Session
Health & Well-being – healthy lifestyle, peer influence, substance use & gangs	Thursday 1 May period 4 Friday 16 May period 2 Friday 6 June period 3 Friday 20 June period 4 Friday 27 June period 5 Friday 27 June period 6 Monday 30 th June Period 1 Monday 30 th June Period 2 Monday 30 th June Period 3 Monday 30 th June Period 4	17. Exam preparation 18. Wellio – Healthy vs unhealthy relationships – Tutor Led Session 19. Wellio – Substance addiction– Tutor Led Session 20. Wellio – Overcoming mob mentality– Tutor Led Session 21. Wellio – First aid beyond emergencies – Tutor Led Session 22. Year 10 enterprise event/follow up discussion on previous topic – Tutor Led Session 23. Carousel – Teambuilding & wellbeing 24. Carousel - Teambuilding & wellbeing 25. Carousel - Teambuilding & wellbeing 26. Carousel - Teambuilding & wellbeing

Year 10 PSHCE Programme 2024-25

Unit title		Content
Health & Well-being - Mental Health	Monday 2 Sept Period 2 Monday 2 Sept Period 3 Monday 9 Sept Period 2 Monday 23 Sept Period 3 Monday 7 Oct Period 4	<ol style="list-style-type: none"> 1. RSE - Well-Being (A positive start to the year) – Internal Speaker 2. RSE - Well-Being (A positive start tot the year) – Tutor follow up Session 3. Wellio- Stereotypes & Prejudice - Tutor Led Session. 4. Wellio- Breaking down toxic masculinity – Tutor Led Session 5. Wellio– Instagram vs reality – Tutor Led Session
Health & Well-being – exploring influence	Tuesday 5 Nov Period 2 Tuesday 19 Nov Period 3 Tuesday 3 Dec Period 4	<ol style="list-style-type: none"> 6. RSE/Wellio - Internal Anti-Bullying Week – Gender based discrimination – Tutor Led Session 7. Wellio– Gang violence - Tutor Led Session. 8. RSE/Wellio – Drugs – Tutor Led Session
Relationships – healthy relationships	Friday 13 Dec Period 2 Friday 13 Dec Period 3 Wednesday 8 Jan Period 2 Wednesday 22 Jan Period 3 Wednesday 5 Feb Period 4	<ol style="list-style-type: none"> 9. RSE - Self Image - 1010 Resources – Tutor Led Session 10. RSE – Self Image follow up discussion (including supporting friends) – web resources – Tutor Led Session 11. RSE - Authentic freedom - 1010 Resources – Tutor Led Session 12. RSE – Internal Children’s Mental Health Week - External Speakers – Attention Seekers. 13. RSE - Internal e-safety Week - Abuse – 1010 Resources – Tutor Led Session
Living in the wider world - Financial decision making (incorporating -Relationships – communities)	Wednesday 26 Feb Period 5 Thursday 13 March Period 2 Thursday 27 March Period 3 Thursday 1 May Period 4 Friday 16 May Period 2 Friday 6 June Period 3 Friday 20 June Period 4 Friday 27 June Period 5 Friday 27 June Period 6	<ol style="list-style-type: none"> 14. National Careers Week Careers Session – Work Experience Speaker?? Or higher ed 15. Careers Session Introduction to Enterprise Project ASK? 16. Careers Session - Enterprise 2 – Preparing Pitches & Business Plans. 17. Careers Session – exam week prep 24-25. 18. Careers Session - Enterprise 4 - Dragon’s Den. 19. Careers Session – Enterprise 5 – Creating Products & Marketing Materials. 20. Careers Session – Enterprise Event.now 27th 21. Careers Higher Ed 25 - now event set up 22. Apprenticeships kate to change - now event CHANGE
Living in the wider world – work experience	Monday 30 th June Period 1 Monday 30 th June Period 2 Monday 30 th June Period 3 Monday 30 th June Period 4	<ol style="list-style-type: none"> 23. Work experience 24. Work experience 25. Work experience 26. Work experience

Year 11 PSHCE Programme 2024-25

Unit title		Content
Health & Wellbeing – Building for the future	Monday 2 Sept Periods 2 Monday 2 Sept Periods 3	1. Careers Session - Morrisby Assessments. 2. Careers Session – Morrisby Assessments.
Health & Wellbeing – Building for the future & independence	Monday 9 Sept Period 2 Monday 23 Sept Period 3 Monday 7 Oct Period 4 Tuesday 5 Nov Period 2	3. Wellio – Saving lives with first aid– Tutor Led Session 4. Wellio – Organ donation– Tutor Led Session 5. Wellio - Understanding vaccinations & immunisations – Tutor Led Session 6. Preparation for Mocks – (Internal Anti-Bullying Week – during tutor times)
Living in the Wider World – Next Steps	Tuesday 19 Nov Period 3 Tuesday 3 Dec Period 4 Friday 13 Dec Period 2 Friday 13 Dec Period 3 Tuesday 8 Jan Period 2	7. Careers Session - Introduction to CV's.– Tutor Led Session 8. Careers Session - CV Writing.– Tutor Led Session 9. Careers Session – External Speaker Interviews – tbc Andrew Wright OR Push? 10. Careers Session - Interview Preparation– Tutor Led Session 11. Careers Session – Interviews – External guests.
Relationships - Families & relationships	Wednesday 22 Jan Period 3 Wednesday 5 Feb Period 4	12. RSE - Children's Mental Health Wk - Gender Roles - External Speaker – Will Adolphy - (Toxic Masculinity). 13. RSE - Internal e-safety Week (during tutor time) –Coercive control 1010 Resources – Tutor Led Session
Relationships – communication & values	Wednesday 26 Feb Period 5 Thursday 13 March Period 2 Thursday 27 March Period 3	14. National Careers Week – 15. RSE – Birth control – 1010 Resources – Tutor Led Session 16. RSE - Pornography – 1010 Resources - Tutor Led Session
	Thursday 1 May Period 4 Friday 16 May Period 2	17. Preparation & Revision for Examinations 18. Year 11 Study Leave onward.

Year 12 PSHCE Programme 2024-25

Unit title		Content
Health & Well-being – real life expectations	<p>Monday 2 Sept Period 2 Monday 2 Sept Period 3</p> <p>Monday 9 Sept Period 2 Monday 23 Sept Period 3 Monday 7 Oct Period 4 Tuesday 5 Nov Period 2</p>	<ol style="list-style-type: none"> 1. RSE – Well-Being (A positive start to the year) – Internal Speaker 2. RSE – Well-Being (A positive start tot the year) – Tutor follow up session <i>OR Sixth Form Culture and Expectations. (SFC followed by Tutor Bases.)</i> 3. Careers Session - Year 12 Advice & Initial Considerations -Tutor Led Session 4. Wellio – Fake news and misinformation - Tutor Led Session 5. Wellio – The distorted reality of pornography - Tutor Led Session 6. Wellio – Internal Anti Bullying Week – Respecting differences - Tutor Led Session
Health & Well-being - resilience	<p>Tuesday 19 Nov Period 3 Tuesday 3 Dec Period 4 Friday 13 Dec Period 2 Friday 13 Dec Period 3</p>	<ol style="list-style-type: none"> 7. RSE – Out of the Ashes - External Speaker – Annie Price – McLellan Practice 8. SMSC – External Speaker - LFS and Virtual Van experience – Road Safety 9. RSE/SMSC – External Speaker - Shaun Attwood – Hard Time presentation – McLellan Practice 10. Follow up discussion on previous topic - Tutor Led Session
Living in the wider world – next steps - & Relationships - wider understanding	<p>Wednesday 8 Jan Period 2 Wednesday 22 Jan Period 3 Wednesday 5 Feb Period 4 Wednesday 26 Feb Period 5 Thursday 13 March Period 2 Thursday 27 March Period 3</p>	<ol style="list-style-type: none"> 11. Careers Session – Ben Harrison, Higher Education Initial Plans. Query book university? 12. RSE/Wellio – Internal Mental Health Wk – Gender bias - Tutor Led Session 13. Internal assessments – preparation and revision support 14. National Careers Week - Employability/Work Experience- Tutor Led Session 15. Wellio - Recognising signs of coercive control - Tutor Led Session 16. Wellio - Party drugs - Tutor Led Session
Living in the wider world - university prep Living in the Wider World – Work experience	<p>Thursday 1 May Period 4 Friday 16 May Period 2 Friday 6 June Period 3 Friday 20 June Period 4 Friday 27 June Period 5 Friday 27 June Period 6 Monday 30 June Period 1 Monday 30 June Period 2 Monday 30 June Period 3 Monday 30 June Period 4</p>	<ol style="list-style-type: none"> 17. Careers Session - Unifrog Shortlists/Course Research - Tutor Led Session 18. Careers Session - Registering UCAS - Tutor Led Session 19. Revision for Mocks 20. Careers Session – Personal Statements – External Speaker. Book university. 21. Careers Session – Personal Statement Workshop 22. Careers Session – Personal Statement Workshop/Year 10 Enterprise Event 23. Work experience 24. Work experience 25. Work experience 26. Work experience

Year 13 PSHCE Programme 2024-25

Unit title		Content
Living in the Wider World – preparing for the future	<p>Monday 2 Sept Period 2 Monday 2 Sept Period 3</p> <p>Monday 9 Sept Period 2 Monday 23 Sept Period 3 Monday 7 Oct Period 4</p>	<ol style="list-style-type: none"> 1. RSE – Well-Being (A positive start to the year) – Internal Speaker 2. RSE – Well-Being (A positive start tot the year) – Tutor follow up session <i>Sixth Form Culture and Expectations. (Tutor Bases followed by SFC.)</i> 3. Careers Session - Personal Statement Writing Workshop. 4. Careers Session – Personal Statement Writing Workshop or Optional Apprenticeship Session External Speaker ASK or LEBC? 5. Careers Session - Interview Skills. Check if KG can deliver or clash?
Health & Well-being – resilience	<p>Tuesday 5 Nov Period 2 Tuesday 19 Nov Period 3 Tuesday 3 Dec Period 4 Friday 13 Dec Period 2 Friday 13 Dec Period 3</p>	<ol style="list-style-type: none"> 6. Wellio (Internal Anti-Bullying wk) Respecting differences - Tutor Led Session 7. RSE – Out of the Ashes - External Speaker – Annie Price – McLellan Practice 8. SMSC – External Speaker - LFS and Virtual Van experience 9. RSE/SMSC – External Speaker - Shaun Attwood – Hard Time presentation – McLellan Practice 10. Follow up discussion on previous topic - Tutor Led Session
Living in the Wider World – university preparation	<p>Wednesday 8 Jan Period 2</p>	<ol style="list-style-type: none"> 11. Careers Session - Making UCAS Decisions Once you have Replies – Ben or Speaker?
Relationships - A wider understanding	<p>Wednesday 22 Jan Period 3 Wednesday 5 Feb Period 4 Wednesday 26 Feb Period 5 Thursday 13 March Period 2 Thursday 27 March Period 3</p>	<ol style="list-style-type: none"> 12. RSE/Wellio – Internal Mental Health Wk – Gender biases – Tutor Led Session 13. RSE - Internal E-Safety Week – Online radicalisation – Tutor Led Session 14. Mocks? National Careers Week – Student Finance or this in tutor and something else? 15. Wellio - Recognising signs of coercive control– Tutor Led Session 16. Wellio - Party drugs – Tutor Led Session
Living in the wider world - Final Decisions	<p>Thursday 1 May Period 4 Friday 16 May Period 2 Friday 6 June Period 3 Friday 20 June Period 4 Friday 27 June Period 5 Friday 27 June Period 6</p>	<ol style="list-style-type: none"> 17. Careers Session – Results Day Advice – External Speaker – book! 18. End of Year Examination Preparation/Revision Sessions 19. End of Year Examination Preparation/Revision Sessions 20. End of Year Examination Preparation/Revision Sessions 21. End of Year Examination Preparation/Revision Sessions 22. End of Year Examination Preparation/Revision Sessions/Year 10 event

