

HIGHGATE SCHOOL

Personal, Social, Health and Citizenship Education

At Highgate School, we place considerable emphasis on the importance of a child's personal and social development, and their health, as these underlie everything that happens in the teaching and learning environment. PSHE is delivered formally, therefore, through the PSHE programme and, informally, through assemblies, tutor time, religious services, pastoral and disciplinary systems, the curriculum and day to day interactions between members of our School and wider communities.

Aims of PSHE and Citizenship Education at Highgate School:

- to develop pupils' personal skills, social awareness and health in order to help pupils to prepare for the problems, opportunities and experiences of adult life.
- to deliver a programme which helps pupils to understand issues which are appropriate and relevant to them at the different stages of their emotional and physical development.
- to encourage pupils to consider their own attitudes and values and those of others.
- to provide comprehensive, unbiased and correct information.
- to incorporate many of the aims set out in the *QCA non-statutory guidelines for PSHE*, the *National Curriculum for Citizenship*, *ISI Regulatory Requirements*, the *DCSF Standard 2*, and in particular, the *Every Child Matters agenda*.
- to ensure that the guidelines are clearly understood by pupils, teachers and parents.

Whole School Aims

The PSHE programme reinforces the morals and values' framework of the School by supporting the spiritual, moral, social and cultural development of pupils. The following list identifies the areas of the *Whole School Aims* which are most clearly reflected in the PSHE programme.

Relevant School Aims

- We make the welfare and safety of our pupils our priority
- We encourage pupils to practise making moral decisions by learning the instincts of courtesy and good manners; developing, practising and living out a moral code, caring for others and seeing service as a way of life.
- We conduct the school in a manner consistent with the Christian values which have always been central to our tradition, fostering understanding and interest, reflecting the diversity of modern London and encouraging open-mindedness towards faith and the spiritual dimension to life.
- We want to help our pupils to leave Highgate School intellectually and emotionally prepared for higher education and the world of work.

NB. The full list of the *Aims of the School* can be found in the Handbook.

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Specific Aims of Personal, Social, Health and Citizenship Education

Personal Education:

- To enhance pupils' self-knowledge, self-esteem, self-worth, self-confidence and happiness.
- To develop confident pupils who have a sense of responsibility, make the most of their abilities and celebrate their personal successes.
- To develop pupils' understanding of themselves, their ability to use critical thinking to make informed decisions and the consequences of their choices.
- To encourage pupils to take responsibility for their behaviour and show initiative.
- To help pupils to understand the importance of values, individual conscience and moral considerations.
- To help pupils to learn to manage and understand their emotions.
- To help pupils to explore, consider and understand moral and ethical dilemmas.
- To help pupils to stay safe and recognise dangers.

Social, (Moral and Cultural) Education:

- To help pupils identify their own moral codes and recognise the consequences of their own (and others') actions.
- To develop pupils' social and inter-personal skills to enable them to foster good relationships.
- To help pupils to manage their relationships confidently and sensitively
- To learn the values of respect, empathy and emotional intelligence.
- To help pupils to make choices based on an understanding of difference and with an absence of prejudice such as racism.
- To help pupils to understand the origins of their own (and other) cultures and to respect and celebrate cultural diversity.
- To learn how to recognise and avoid exploitation, bullying and abuse.

Health Education:

- To develop a healthy, safe lifestyle.
- To educate pupils about issues ranging from: diet and healthy eating; exercise; illnesses (mental and physical); sex, relationships and STDs; drugs.

Citizenship Education:

- To educate pupils to respect the law
- To help Highgate pupils to develop skills of responsible action and become informed citizens.
- To encourage an interest in/involvement in community projects where pupils can make a positive contribution to their own community (as seen in the School Council) and the wider community (as seen in the Years 10 and 11 Community Programmes).
- To help pupils to learn how to access community support agencies and services e.g. The Police (pupil drop in surgeries) GUM clinics, Childline.
- To develop an awareness of aspects of the law and government.
- Educate pupils about services and institutions in England

*NB. The School has separate policies for **Drugs** and **Anti-Bullying**, and guidance documents for **Sex and Relationships Education (SRE)** although all of these topics are covered during the course of the PSHE programme.*

Delivery of the PSHE Programme:

- Lessons should be delivered with an understanding of the relevant School policies on: Drugs; Behaviour and Anti-Bullying.
- PSHE is delivered using a variety of teaching methods which include: discussions, role play, worksheets, videos and DVDs (which are often used to stimulate discussion) and outside speakers.
- Pupils should be allowed to develop ideas and values (i.e. these should not be imposed).
- It is important that lessons are conducted in an atmosphere where pupils and teachers show respect for each other and for the learning environment.
- PSHE should be a whole school approach: the way that pupils and staff are treated throughout the School should reinforce the messages conveyed in the PSHE sessions.
- Many aspects of PSHE and Citizenship are delivered through non-religious assemblies and Pastoral time.
- Pupils' spiritual and cultural development is also enhanced through religious forums (e.g. Chapel services, Jewish Circle, Moslem Prayer Group and Dyne House Assemblies) and through Religious Education lessons.

Staffing

Lower School:

- Tutors in Years 7-8 deliver the programme during their weekly tutor period.
- Heads of Year, Assistant Head of Lower School or outside speakers.
- Year 7 Girls are given a special talk on Menstruation by Alison Brunner (HoY 7)
- In Years 7 and 8, Sex and Relationship Education is delivered by the Heads of Year in conjunction with the form tutors.
- Sixth Form Peer Counsellors sometimes work with small groups of Lower School students.

Middle School:

- Housemasters and Years 10 and 11 Tutors deliver the PSHE programme in Years 9-11.
- There is a formal 50 minute PSHE period once every two weeks, and every week, there are two twenty minute tutor slots which can be used to deliver PSHE material.
- Tutors and other members of staff are given specific guidance and training before delivering the PSHE programme.
- Specialist teachers deliver SRE (in Years 9-11) and Drugs Education in Years 9 and 10.
- The Careers' Department organises *Careers* and *Work Experience* schemes of work for pupils in Years 9-11.
- Outside speakers/agencies regularly come in to talk to pupils. Speakers may include: Police liaison officers; drugs, alcohol and sex education advisors; speakers on health related issues (e.g. Teenage Cancer Trust, Diabetes); careers' advisors.

Schemes of Work:

- There are specific PSHE and Citizenship programmes for each of the year groups (7-11) and detailed lesson ideas with accompanying resources and handouts.

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- Different classes within a year group may cover the topics at different times and there is some flexibility with regards to how many weeks are spent on each topic.
- At certain times of the year (and where appropriate) assemblies and tutorial periods may be linked in to the PSHE programme.
- Formal evaluation forms are being introduced with a pilot scheme from September 2009.

Resources:

- Resources are mostly attached in page order at the back of each year group's PSHE booklet. All other resources, DVDs and videos are stored with the relevant Assistant Head or Head of Year.

Highgate PSHE Guidance Sources:

The Highgate PSHE Guidance document has been created to closely follow the most recent recommendations of:

QCA Guidance for:

- PSHE
- Sex and Relationship Education
- Drugs Education
- Citizenship
- New Non Statutory programmes:
 - personal well-being
 - economic well-being and financial capability.

Ofsted

Department for Children, Schools and Families (DCSF)

Every Child Matters (ECM)

Social and Emotional Aspects of Learning for Secondary Schools (SEAL)

National Healthy Schools Status

ISI – 2.3 (59-63 p.12) Spiritual, Moral, Social and Cultural Development of Pupils (DCSF Standard 2)

LMS July 2009

Guidance: Sex and Relationships' Education (SRE)

Aims

Sex and Relationships' Education refers to the lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves helping pupils to acquire knowledge, develop skills, form positive beliefs, values and attitudes and learn to develop in a responsible and healthy way. As such, SRE has a key part to play in the personal, social, moral and spiritual development of young people. For our younger pupils it is developmental and lays the foundations for further work; for our older pupils it forms an important part of their individual journeys through adolescence to adulthood. Young people, whatever their developing sexuality, need to feel that the programme is relevant to them and there should be no direct promotion of sexual orientation.

Our SRE guidance should clarify the content and manner in which sex education is delivered in our School and our current SRE programme incorporates the following elements as part of its over-all aims:

*Pupils will be encouraged to develop **appropriate attitudes and values** by:*

- Learning the importance of values, individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making.

*Pupils will be encouraged to develop the **appropriate personal and social skills** by:*

- Learning to manage emotions and relationships confidently and sensitively;
- Being able to communicate about sexual matters with confidence and dignity;
- Developing self-respect, empathy and consideration for others;
- Understanding the effects of puberty;
- Learning to make choices based on an understanding of difference and with an absence of prejudice e.g. sexism and homophobia;
- Understanding gender issues;
- Developing a sense of responsibility for one's own actions and an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

*Pupils will be encouraged to develop the **appropriate knowledge and understanding** by:*

- Knowing relevant laws
- Understanding one's rights
- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality;
- Understanding reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;

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- Learning the reasons for delaying sexual activity, and the benefits gained from such delay.

Overview of the Delivery of SRE

We take a holistic approach to SRE and involve several departments in the delivery of our programme. We recognise that the development of appropriate attitudes, knowledge and understanding is essentially cross-curricular and at Key Stages 3 and 4 students will cover this subject through:

- The PSHE programme
- Outside speakers and Assembly
- Biology and Science Departments
- RS Department and the Chaplain
- Other Departments e.g. English – the study of a text may address personal, social, moral and ethical issues.
- Sixth Form Peer Counsellors (following staff guidance and delivering to small groups)

Pupil Groupings and Co-education

Pupils are taught in mixed gender and ability classes for PSHE lessons. In line with most co-ed schools, SRE is preferably taught in mixed classes so that boys and girls learn to understand and respect the viewpoints, feelings and concerns of each other. At all times, teachers will endeavour to ensure that all members of the class are comfortable with the material that is being delivered. On occasions, however, we recognise that *single sex groupings* may be more appropriate. (e.g. talks on Menstruation, Testicular Cancer).

NB. Within the SRE programme there is flexibility to adapt the lesson according to the needs/knowledge of the pupils.

Overview of the Content of the SRE Programme

Although the content of the SRE programme will vary, we generally aim to cover the following:

Lower School (Years 7 and 8)

- Physical and emotional development of boys and girls and when this is likely to happen
- Puberty (periods, voice breaking etc)
- Self-esteem and respect for the wishes of others
- Friendships
- Relationships
- Love, care and the responsibilities of parenthood
- How a baby is conceived and born (the “nuts and bolts” aspects are taught in Biology)
- Sexuality and phobias (e.g. Homophobia)
- The law

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NB. These vital sessions provide pupils with the opportunity to discuss any concerns that they may have about their changing bodies and minds and they lay the foundations for SRE offered in subsequent years.

Middle School (Years 9-11)

Year 9

- Understanding how the law applies to sexual relationships
- Relationships (including discussions about feelings, relationships and values)
- Link between peer pressure and risk-taking behaviour e.g. sex, drugs, alcohol
- Social Pressures and society's representation of teenagers versus the reality
- Gender perspectives and society's views
- Responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- Basic Sex and Sexually Transmitted Infections information covered
- Arguments for delaying sexual activity and resisting peer pressure
- Facts, Statistics, Teenage Misconceptions
- Question and Answer Session

Year 10

PSHE

- Sexuality (Including respect of difference, homosexuality)
- Contraception and Safe Sex (Including types of contraception/protection against STIs).
- Sexually Transmitted Infections
- Question and Answer

Non-Examined R.E

- Teenage Pregnancy and Abortion
- Family life and Divorce
- Abortion
- Question and Answer

Year 11

- Managing risks. Decision Making Scenarios. Assertiveness Skills.
- Social, Ethical Debates on the following issues: Objectification of Sex e.g. Pornography, Prostitution, Sex trafficking, Abuse, Sexism.
- Outside speaker on STIs

Sixth Form

- HIV, AIDS
- Information about Sexual Health Clinics, support agencies, STIs

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Biology

The Biology Department covers the following aspects of sex education, with the brief that questions should go beyond the mere biology: anatomy of male and female reproductive systems; details of male and female gametes; hormones and secondary sexual characteristics (puberty); the menstrual cycle; sexual intercourse, pregnancy and birth; contraception; STIs (symptoms and complications for pupils' information) and any moral and ethical issues that may arise.

Religious Studies

During Morality & Ethics sessions with the School Chaplain, who is a trained Counsellor, Year 10 students discuss a range of topics including: relationships; the complex nature of families in today's society; sex (from the standpoint of resisting pressures to be sexually active until the pupil is ready); religious attitudes towards sex and procreation.

Pupils are encouraged to talk and think about a wide range of issues; the value of the lessons is that the students are able to ask any question and make any observation. From past experience, we know that boys and girls (of any race or religion) openly talk to the Chaplain about a wide variety of sexual issues or concerns. There is scope for these lessons to cover 4 or 5 periods if the Chaplain deems that it is valuable for a particular group; the minimum is three sessions.

Protocols

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence; however, teachers can never promise unconditional confidentiality to a pupil. Indeed, if a teacher feels that a pupil is going to tell them something significant, or if a pupil requests in advance that nobody else be told, the member of staff needs to stress to the child that this may not be possible. If a pupil makes a reference to having been involved in under aged sexual activity or if a pupil indicates that they may have been a victim of abuse, the teacher will take the matter very seriously. If the member of staff feels that a pupil is at risk or in danger, he or she will talk to the relevant Assistant Head and the Principal Deputy Head (the Designated Teacher/Child Protection Officer) who will confer with the Head Master before any further action is taken.

Answering Difficult Questions

Sometimes a pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and if a teacher is uncomfortable with the nature of a question, they should decline to answer it. A child should never be made to feel uncomfortable for having asked a question. The anonymous writing of questions to be answered at random by the teacher can overcome some of these situations. Teachers should also be aware that, in order to respond to the demands of pupils with specific special educational needs, they may need to plan work in different ways or be more explicit in their explanations.

Religious View

As part of the sex education programme issues of contraception, HIV/AIDS and sexuality are addressed. Facts are presented in an objective and balanced way. Pupils will be made aware of the difference between fact, opinion and religious belief.

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Family Life

The value of family life is approached through a consideration of the qualities of relationships with an emphasis on stability, respect, care and support.

The Role of Parents

The School is aware that the primary role in children's sex education lies with parents. We wish to build a positive and supporting relationship with the parents through mutual understanding, trust and co-operation.

In promoting this objective we aim to:

- Provide guidance to parents about the school's SRE programme
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise about the guidance document or the arrangements for SRE in the school
- Deal with sensitive issues and questions arising from the programme of study and deal with them as honestly as possible.

We try to ensure that our SRE programme is culturally appropriate; however, under the Education Act (1993), parents have the right to withdraw their child from all or part of the formal Sex and Religious Education programme. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the relevant Assistant Head, making it clear which aspects of the programme they do not wish their child to participate in. In such cases, parents will be asked to write a letter, formally requesting permission for this to happen; naturally, the School will comply with the wishes of parents in this regard. Parents should be aware, however, that issues of a moral and ethical nature may arise from apparently unrelated topics in subjects such as Biology and in this instance, when a discussion takes place within the context of the subject curriculum, it will not be deemed to be part of the SRE programme and it is not, therefore, subject to the parental right of withdrawal. Should a parent wish to remove their child from the sex education programme, they can not take part in the sex education programme until the request for removal has been cancelled in writing.

Teaching Responsibility

The course will be taught by tutors, Housemasters and trained specialists:

Year 9 – Dr Stubbs

Year 10 – Dr Edwards

Year 11 – Miss Shelley

They will adapt and adjust the Schemes of Work in light of changes and new resources. From September 2009, Mr Davis is the coordinator of PSHE and will be responsible for the programme, its resources and review.

Monitoring

The Sex and Relationships Education programme will continue to be monitored, evaluated and revised by the Senior Management Team. The relevant Assistant Head for each Division will be the budget holder and organise provision for sex and relationships education within

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that division. Louise Shelley (Head of Middle School) will liaise with the Head of the Lower School and Head of Sixth Form to monitor the provision of SRE at Highgate School.

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PSHE OVERVIEW

	Michaelmas Term	Lent Term	Summer Term
Year 7	Periods Induction Texting/peer-pressure Friendships Internet safety Road safety Bullying Target setting	Puzzles Puberty Healthy eating & exercise Eating disorders Rights and responsibilities Communication Target setting	Exam study skills Self-esteem & self-image Sex-education Independence Alcohol Target setting
Year 8	Target setting 'Go Green' SEP: HopeHIV Friendship/diversity Self-esteem, self-respect Bullying Form bonding	Personal Safety Holocaust Memorial Day: annual theme (2010-Legacy of Hope) Moral courage and peer pressure Alcohol, Drugs Target setting	Revision advice SRE Poverty, Rights, Responsibilities Target setting
Year 9	Target Setting 'Go Green' Emotional Health: - dealing with emotions - bullying/cyber bullying Careers 1 – Happiness Anti-Bullying: - Policy & Cyber-Bullying - Homophobia (Theatre Production)	Safe Space (Lecture) Sex & relationships Drugs – Policy - Types/Risks (Box) - Scenarios* - Cognitive/Social/Emot'l* GCSE Options Careers 2 – Income Tax & Job Satisfaction * Taught outside of PSHE	Revision Techniques Citizenship 1 - Amnesty Int'l (Talk) Citizenship 2 - Local Community Careers 3 – Parents Talk
Year 10	Target Setting Inspiration & Aspiration 'Go Green' Dealing with emotions - self-esteem & self-harm Relationships: - teenagers & adults Citizenship: Children's Law	Health & nutrition: - balanced diet/obesity Alcohol: - 'Binge Drinking' DVD - Alcohol (Charlotte Bram) Drugs (Caught in the Act) Citizenship – Lobbying Money Management	Citizenship - Lobbying Presentations Careers – applying for jobs Cancer: - Talk (Teenage Cancer Trust) - Testicular cancer

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Year 11	<p>Target Setting Ambition Identity: personal/cultural Racism & discrimination Autism and aspergers 'Make Me Normal' DVD Sexuality and Sexism Careers 1 & 2 Study Skills</p>	<p>Target Setting Knife crime: - 'Jailed for a knife' DVD Ethics - intro (film clips) - Capital punishment Sex & relationships: - trafficking/prostitution - STIs + Talk Government Budgets Rights in the Workplace</p>	<p>Revision Techniques Cocaine – an Ethical Enquiry (DVD)</p>
6th Form	<p>Sex (inc pregnancy & STDs) Alcohol Personal finance Managing debt Corporate Responsibility</p>	<p>Smoking (inc cessation) Stress & depression Buying a house The value of education</p>	<p>Drugs (impartial advice) Safe driving Organising a 'gap' year UCAS guidance</p>

Key

(based on ECM outcomes)

■ = be healthy

■ = stay safe

■ = enjoy & achieve

■ = make a positive contribution

■ = achieve economic well-being

ANALYSIS OF PSHE OVERVIEW

Be Healthy

	Year 7	Year 8	Year 9	Year 10	Year 11	6 th Form
Physically healthy	Healthy eating & exercise			Teenage Cancer Trust - speaker Testicular Cancer	Autism & aspergers – 'Make Me Normal' DVD	
Mentally & emotionally healthy	Safe use of the internet	Self-awareness: - VARK Test Friendship: valuing difference Self-esteem & self-respect	Emotional health: - Dealing with emotions - Making choices Careers: - What is happiness?	Dealing with emotions: Self-esteem/ harm Relation-ships: teenagers & adults		
Sexually healthy	Puberty Sex Education	Sex & relationships: - age of consent, relationships & sexuality	Sex & relation-ships Anti-bullying: - Homo-phobia Theatre Prod'n		Sex & relationships - Trafficking - Prostitution - STIs Talk	Sex: Pregnancy and STIs
Healthy lifestyles	Healthy eating & exercise Eating disorders	Eating disorders – BEAT Talk		Health & nutrition: - Balanced diet / Obesity		Stress and depression
Choose not to take illegal drugs	Alcohol	Alcohol: know the facts Drugs: know the facts	Drugs: Types/Effects/Risks Various Attitudes H/gate Drug Policy CES factors	Alcohol: - 'Binge drinking' - Alcohol (Charlotte Bram) Drugs: - Caught in the Act	Drugs: Cocaine – an ethical enquiry	Alcohol Smoking (inc cessation) Drugs (inc advice)

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<i>Parents, carers and families promote healthy choices</i>		<i>Evening Talk for Parents on Drugs - Elizabeth Burton Phillips</i>				
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Stay Safe

	Year 7	Year 8	Year 9	Year 10	Year 11	6 th Form
Safe from maltreatment, neglect, violence & sexual exploitation	Sex Education	Sex & relationships: - age of consent, relationships & sexuality				
Safe from accidental injury & death	Road safety				Sex & relationships: - STIs talk	Safe driving
Safe from bullying and discrimination	Dealing with peer pressure Self-esteem & self-image	Bullying: what is it and how do we deal with it? Moral courage	School Policy Bullying/cyber bullying Anti-bullying: - Homophobia Theatre Prod'n		Racism & discrimination	
Safe from crime & anti-social behaviour in & out of school	Internet/texting safety	Personal safety: - street crime Alcohol: know the facts Drugs: know the facts	Emotional health: Making choices Drugs: Types/Effects/Risks Various Attitudes H/gate Drug Policy	Alcohol: - 'Binge drinking' - Alcohol (Charlotte Bram) Drugs: - Caught in the Act	Knife crime: -'Jailed for a knife' DVD	
Have security, stability and are cared for			'Safe Space' w/s			Dealing with stress and depression

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<i>Parents, carers and families provide safe homes & stability</i>						
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Enjoy and Achieve

	Year 7	Year 8	Year 9	Year 10	Year 11	6th Form
Ready for school	Induction Rights & responsibilities		GCSE Options			UCAS guidance
Attend & enjoy school	Puzzles Dealing with peer pressure Bullying	Bullying: - What is it and how do we deal with it?	Bullying/ cyber bullying School Policy Anti-bullying: - Homo-phobia Theatre Prod'n			
Achieve stretching national educational standards	SMART targets SMART targets review Study skills	SMART targets SMART targets review Revision techniques & learning strategies	SMART targets SMART targets review Revision techniques	SMART targets SMART targets review	SMART targets SMART targets review Study skills Revision techniques	
Achieve personal & social development & enjoy recreation	Independence Puberty Friendships and platonic relationships Communication	Internet safety Self-esteem & self-respect Year group bonding	Emotional health: Dealing with emotions Careers: What is happiness? 'Safe Space' w/s Drugs – CES factors	Aspiration & Inspiration ISCO Tests	Ambition Careers: work experience prep	
Parents, carers and families support learning			Parents talk to Year 9 about their jobs			

Make a Positive Contribution

	Year 7	Year 8	Year 9	Year 10	Year 11	6th Form
Engage in decision making & support the community & environment	Communication 'Go Green' Week	Holocaust Memorial Day 'Go Green' Week Poverty: rights & responsibilities	Citizenship: being an active citizen Amnesty Int'l Choices & decisions 'Go Green' Week	Citizenship: Children's Law Citizenship: Lobbying 'Go Green' Week	'Go Green' Week Ethics: - Capital Punishment Careers: work experience prep	The value of education Corporate Responsibility Talk
Engage in law-abiding & positive behaviour in & out of school	Rights & responsibilities	Bullying: - What is it and how do we deal with it?	Emotional health: - Making choices		Drugs: Cocaine – an ethical enquiry	
Develop positive relationships & choose not to bully or discriminate	Bullying/peer pressure Friendships Team building	Friendship: valuing difference	Bullying/cyber bullying School Policy Anti-bullying: - Homophobia Theatre Prod'n	Dealing with emotions: Self-esteem/harm Relationships: teenagers & adults	Autism & Asperger's – 'Make Me Normal' DVD Sexuality & Sexism	
Develop self-confidence & deal with life's changes & challenges	Independence Self-esteem & self-image SMART targets SMART targets review	Self-esteem & self-respect Moral courage SMART targets SMART targets review	Safe Space (Lecture) SMART targets SMART targets review	Aspiration & Inspiration SMART targets SMART targets review	Identity: personal & cultural SMART targets SMART targets review	
Develop enterprising behaviour		SEP Presentation (HopeHIV)			Budgeting – Government spending	Managing debt Organising a 'gap year'

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<i>Parents, carers and families promote positive behaviour</i>			<i>Parents talk to Year 9 about their jobs</i>			

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Achieve Economic Well-Being

	Year 7	Year 8	Year 9	Year 10	Year 11	6 th Form
Engage in further education, employment or training			Careers: GCSE options		Careers: work experience prep	UCAS Guidance
Ready for employment		SEP Presentation (HopeHIV)	Careers: What is happiness? How is income tax calculated? What is job satisfaction?	Careers – applying for jobs ISCO tests	Salaries – an ethical enquiry Budgeting – Government spending	Corporate Responsibility Talk
Live in decent homes & sustainable communities		Poverty: rights & responsibilities				Buying a house
Access to transport & material goods						Organising a 'gap year'
Live in households free from low income				Careers: Money Management		Personal finance Managing debt

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<i>Parents, carers and families are supported to be economically active</i>			<i>Parents talk to Year 9 about their jobs</i>			

