

# North London Collegiate School



Founded 1850

## PERSONAL, SOCIAL, HEALTH, & ECONOMIC (PSHE) EDUCATION POLICY

Policy Lead	Deputy Head Pastoral and Head of Junior School
Reviewed By	Deputy Head Pastoral, Head of Junior School, Head of PSHE (Senior School) and PSHE Subject Leader (Junior School)
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Governing Body Committee with oversight	Pastoral, Safeguarding and Compliance Committee

### Contents

1.Introduction .....	2
2.Aims and objectives .....	3
3.Statutory and regulatory framework .....	3
4.Scope and responsibilities.....	4
5.Creating a safe and supportive learning environment.....	4
6.Equal opportunities within the PSHE programme .....	5
7.Intended outcomes.....	6
8.Teaching and learning .....	6
9.Involving parents.....	9
10.Right to withdraw.....	9

11. Monitoring and review .....	10
Appendix A: Whole School PSHE Curriculum Map .....	12

## **1. Introduction**

- 1.1 The Personal, Social, Health & Economic (PSHE) education programme taught at North London Collegiate School (the School) is designed to support the School's aims and develop knowledge and understanding within the students themselves, as well as the world they are living in.
- 1.2 The programme is taught through dedicated lessons, supporting activities in form times, assemblies, and external speakers. There is also the important link with home, as the task of educating the students is shared, therefore parents are invited to listen to speakers and seminars on relevant topics. The School also works with [Dr Kathy Weston](#) and is a "[Tooled Up School](#)". [The School also works closely with the founder of Girls on Board, Andrew Hampton.](#) This provides many helpful resources and talks for parents on a variety of topics.
- 1.3 The policy and PSHE programme have been produced through consultation with the Department for Education (DfE) and PSHE Association guidelines. Students have also been involved in the creation of the programme through discussions and feedback.
- 1.4 The policy must be read in conjunction with the following which are available on the School [website](#):
- Anti-bullying Strategy
  - Digital Safety Policy for Pupils
  - PSHE Handbook (internal document)
  - Relationships and Sex Education Policy
  - Safeguarding and Child Protection Policy
  - Smoking, Alcohol and Drugs Policy (internal document)
  - Visiting Speakers Policy (internal document)
  - Wellbeing Policy
  - Use of Racial Language in classroom context Policy
- 1.5 This policy applies to the whole School from Early Years Foundation Stage (EYFS) to sixth form.
- 1.6 This policy is available on the School website.
- 1.7 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at [Office@nlcs.org.uk](mailto:Office@nlcs.org.uk) to request hard copies which can be made available in large print or other accessible format if required.

## **2. Aims and objectives**

2.1 The aims of the Personal, Social, Health and Economic (PSHE) education programme at the School is underpinned by the School's values to enable each individual to make the most of their abilities, realise what is attainable, feel valued, embrace new challenges, respond to setbacks and look outwardly into society to enable students to lead responsible, healthy, and assertive lives.

- Fulfil our obligations to deliver Relationships and Sex Education (RSE)
- Students will have a clear understanding of appropriate relationships and the laws surrounding these.
- Students will cover age-appropriate topics on Relationships and Sex Education to aid the individual to work out a personal morality and value system, respecting cultural, religious and family background.
- Students will understand the importance of inclusivity and respect for diversity in today's modern society, through an understanding of, but not limited to, the protected characteristics, such as disabilities, religious beliefs, sexual orientations, and age.
- Students will develop an age-appropriate understanding of physical, mental, sexual, and emotional health and the ways to recognise when adjustments and improvements are needed and how.
- Students will develop confidence in their ability to achieve their aspirations and self-awareness to make informed choices about future life decisions.
- Students will develop the skills and knowledge to have respect for others and to equip them with the ability to deal with a range of spiritual, moral, cultural and political issues, through articulating themselves sensitively and thoughtfully, their feelings clearly and listening well, along with the ability to empathise and sympathise with the views of others.
- The programme will promote student engagement with the fundamental British values; and as part of this to encourage students to have respect for democracy and support for participation in the democratic process, including respect for the basis in which the law is made and applied in England.
- The programme aims to allow the individual to make decisions from knowledge, using critical thinking. It also aims to inform the individual about where to get further help and advice if required.

2.2 The 2021 [OFSTED review of sexual abuse in schools and colleges](#) recommended that schools focus on several issues in light of disclosures on the website "Everyone's Invited" about sexual harassment and sexual violence involving schools and universities. Continued revisions are being made / have been made to the PSHE programme to discuss healthy relationships, sexual harassment and sexual violence, consent, child on child abuse and explicit images.

## **3. Statutory and regulatory framework**

3.1 This policy complies with and / or has regard to the following:

- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) (September 2024)
- [PSHE education Guidance \(September 2021\)](#)
- [Relationships Education, Relationships and Sex Education, and Health Education](#)
- [Special Educational Needs and Disability Code of Practice \(January 2015\)](#)
- [Equality Act 2010](#)
- [Physical health and mental wellbeing \(Primary and secondary\) \(September 2021\)](#)

#### **4. Scope and responsibilities**

- 4.1 This policy covers the planning and teaching of PSHE across the School.
- 4.2 The PSHE programme is led by the Head of PSHE in the Senior School and PSHE Subject Leader in the Junior School who work in conjunction to ensure there is a spiral programme throughout the School. A spiral programme ensures that topics gradually increase in content and depth to match the growing needs and understanding of students.

#### **5. Creating a safe and supportive learning environment**

- 5.1 The School is committed to creating a safe and supportive learning environment where PSHE is taught. Lessons are introduced and structured to ensure that respectful listening occurs. This is set up at the start of each term and topic, and reiterated when required.
- 5.2 A strong rapport is built with the teacher through a positive classroom atmosphere of mutual respect and where no question or comment is dismissed or disregarded, which allows for open discussions and sharing of knowledge without judgement.
- 5.3 We expect our students to consider others' needs by respectfully listening and abiding by the ground rules which are established at the start of each year and revisited as required. Teachers are encouraged to create a partnership agreement with their classes at the start of each academic year and to refer back to it when necessary.
- 5.4 [Confidentiality and handling disclosures](#)
- 5.4.1 The nature and content of lessons at times means students may share information. Where possible this information should be treated sensitively. If a student makes a disclosure the teacher should never promise confidentiality and the usual child protection procedures must be followed in line with the Safeguarding and Child Protection policy.

- 5.4.2 Telephone numbers or websites of relevant supporting agencies and organisations are displayed in lessons where appropriate.
- 5.4.3 Students are regularly reminded about who to contact if they would like to talk, for example: the School Nurse and Healthcare Professional in the Medical Centre, School Counsellors, Heads of Section, Form Tutors and Heads of Year and Junior School Deputy Heads.
- 5.4.4 Students should feel able to ask any question they wish and that their questions are valued. However, consideration is given to responses to ensure they are appropriate to prior learning and readiness of students.
- 5.4.5 Teachers can ask a student to wait for an answer to a question if they need time to consult with the Designated Safeguarding Lead (DSL) or another member of staff.

## **6. Equal opportunities within the PSHE programme**

- 6.1 The School is proud of its heritage of supporting, embracing and celebrating all members of the School community. The School promotes the needs and interests of all students, irrespective of age, sexual orientation, race, religion or beliefs and disability.
- 6.2 The School ensures that students with Special Educational Needs and Disabilities (SEND) requirements are known to PSHE teachers and ensure these are taken into consideration in the delivery of lessons.
- 6.3 The Head of PSHE and the PSHE Subject Leader ensure the PSHE programme is continually updated and relevant to the current needs of students. This is done through feedback and discussions with pupils, PSHE Association recommendations, guidance from the Department of Education and keeping up to date with current news.
- 6.4 The School is aware that some students may be more vulnerable than others in different lessons, for example, due to the death or serious illness of a close relative, mental health issues etc. PSHE staff and Junior School form teachers are informed in these instances by Pastoral Staff / Head of PSHE / Subject Lead and approaches to learning will be adapted for those students where needed. For example, having the option to leave a lesson and take time out in the Medical Centre.
- 6.5 In the Senior School students are advised of the overview of the programme of study and updated on a half termly basis. Students will also be notified if there are any potentially challenging topics, so that students can identify and speak with the teacher if they have any concerns. In the Junior School, the termly curriculum newsletters inform parents of the topics to be covered.

6.6 Respect for fundamental British values and protected characteristics are central to the design of the PSHE and RSE programmes.

## **7. Intended outcomes**

7.1 As a result of the PSHE programme, students will both now and in their future lives:

- Understand the importance of inclusivity and respect for diversity
- Be able to use their critical thinking to make informed life choices
- Be aware of their bodies and their rights
- Know and understand the need for healthy eating and exercise
- Understand the range of feelings and emotions they may encounter
- Be able to recognise when and how to ask for help when needed
- Be confident in themselves and strive to reach their aspirations
- Develop skills to deal with a range of different situations sympathetically and sensitively
- Understand the importance of listening to others
- Understand how they play a part of society and how their conduct affects others
- Be aware of dangers
- Know how to stay safe both in person (self-defence) and online.
- Have the knowledge to make informed choices about how they live
- Develop life skills to enable them to continue to develop and grow
- Learn about fundamental British values

## **8. Teaching and learning**

8.1 Principles and methodology – PSHE lessons do not promote any politically partisan views or ideological standpoints.

8.1.1 The School is aware that all students will come into lessons with differing prior knowledge and experiences. Students are encouraged to share their understanding of different topics discussed to aid the learning of others and build confidence in participation.

8.1.2 Knowledge and understanding are ensured and built on through a spiral curriculum from Early Years to Sixth form.

8.1.3 Where possible, any new topics are started by determining students' prior knowledge.

8.1.4 The PSHE programme will be taught through a range of teaching methods, including role play, discussion, debate, circle time, power points, videos and photographs etc.

8.1.5 The School will help students make connections between their learning and ‘real life’ behaviours by using relatable examples and linking to other parts of the School curriculum.

## 8.2 Planning and timetabling

8.2.1 PSHE lessons take place weekly within the School timetable from Reception to Year 10.

8.2.2 Years 11, 12 and 13 complete a unit of time within the academic year, delivered in a rotation block as well as discretely through Form Time, Layer Assemblies, Senior Societies and Afternoon Activities Options. The provision is further enriched upon where required in form times, assemblies and with external speakers.

8.2.3 Wherever possible links are made to other curriculum areas to support and supplement the work done in other subjects and to avoid PSHE being viewed in isolation.

8.2.4 The PSHE programme is taught through three main strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

8.2.5 Lessons are sensitive to a range of views, but the School ensures that students always have access to the learning they need to stay safe, healthy and protect and enforce their human rights.

8.2.6 Lessons and themes are constantly adapted to reflect the needs of the students at any time.

## 8.3 Assessment

8.3.1 The School assesses students’ learning and progression through a variety of different methods, appropriate to the material being taught and the age of the students.

8.3.2 Assessment styles include:

- Reflective writing
- Discussions
- Presentations of topics
- Individual input into activities
- Q&A sessions
- End of topic quizzes
- Two-tone mind maps

- Worksheets
- Self-evaluation

8.3.3 These various methods of assessing students' engagement with PSHE provide vital feedback to the School on their progress, giving a basis to provide individual support where necessary.

8.3.4 Each pupil's progress will be assessed with regard to the School's principles for progression in PSHE employing the I Can Statements for Upper School and 6<sup>th</sup> Form. In the Middle School students complete tasks on PSHE Notebooks. In the Junior School, teachers assess using a variety of resources including those from the SCARF (Coram Life Education) Scheme.

#### 8.4 Staff training and delivery

8.4.1 Training is provided to all PSHE teachers and is coordinated by the Head of PSHE and the PSHE Subject Leader. This is a combination of internal training and sharing of best practice as well as external courses where appropriate. Staff also have access to Dr Kathy Weston "Tooled Up" resources and sessions are co-ordinated for students, parents and staff. In addition, all PSHE leads have access to PSHE association.

8.4.2 New teachers are provided with all-round training to enhance their skills within the PSHE classroom. More experienced teachers are provided with bespoke training to develop their skills further.

8.4.3 Extensive teacher guidance is included in the PSHE Senior School Handbook, Junior School Scheme of Work PSHE Team and throughout lesson material to ensure it is delivered in a safe and consistent manner. Teachers receive appropriate assistance with lessons.

8.4.4 PSHE is taught by the classroom teacher from Reception to Year 6.

8.4.5 In the Middle, Upper School and Sixth form PSHE lessons are taught by a core group of teachers, inclusive of experienced PSHE teachers, Heads of Year, Heads of Section, Assistant Heads, Deputy Head Pastoral and those Form Tutors who exhibit a passion for PSHE.

8.4.6 PSHE teaching will be supported by consultation of the teachers, subject leads, the Assistant Heads and Deputy Head (Pastoral) to ensure the programme is relevant to students and reinforcement is timely.



8.4.7 The Head of PSHE will liaise from time to time with the Science, History, PE, Philosophy and RS department with respect to delivering information and linking the two subject areas together.

#### 8.5 External speakers

8.5.1 The School uses external speakers to reinforce and build on topics covered in School to give greater understanding of the subject matter.

8.5.2 When using external speakers to deliver aspects of the PSHE programme the School will comply with the School's Visiting Speakers policy and procedure to ensure the requisite due diligence has been conducted and that the content of the talk is appropriate. The learning objectives and outcomes will be agreed with the external speaker in advance of the talk. The School does not work with PSHE providers unless they are willing, at the school's request, to share teaching materials in advance.

### **9. Involving parents**

9.1 The School recognises and values the need to work in partnership with parents and carers to ensure students develop knowledge and understanding of themselves, as well as the world they are living in. In order to fulfil this aim the School is committed to working with parents and carers.

9.2 Information about PSHE topics is communicated to parents at the start of the academic year along with examples of resources used to support student development. Parents are provided with an opportunity to ask questions or feedback. Parents are consulted about the RSE Policy and curriculum.

9.3 Workshops and seminars are available throughout the year for parents to support student learning. Parents are invited to a 'Parent and Daughter' talk about puberty in the Junior School. The School is also affiliated with "[Tooled Up Education](#)" - a resource that aids teachers and parents.

### **10. Right to withdraw**

10.1 The School recognises that parents have the final decision about their child's sex education. Parents have the right to withdraw their child from some or all of sex education delivered as part of statutory RSE, up to three terms before their child turns sixteen, in line with government guidance.

10.2 The right to withdraw relates only to sex education and does not extend to the teaching of biological aspects of human growth and reproduction as provided as

part of the science curriculum (whether part of GCSE Biology or included as part of the curriculum for younger pupils).

- 10.3 If parents wish to exercise their right to withdraw their child from sex education they must contact the Head in writing at the [School address](#), or via email at: [head@nlcs.org.uk](mailto:head@nlcs.org.uk) in the Senior School or to The Head of the Junior School. The Head or Deputy Head will discuss the request with the parents and, as appropriate, with the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. During this discussion the Head or their Deputy will explain the benefits of receiving sex education and any detrimental effects that withdrawal may have on the child.
- 10.4 Once those discussions have taken place, except in exceptional circumstances, the School will respect the parents' or carers' request to withdraw their child, up to and until three terms before the child turns sixteen. After that point, if the child wishes to receive sex education rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms.
- 10.5 The process is same for pupils with SEND. There may be exceptional circumstances where the Head may wish to take a pupil's specific needs arising from their SEND into account when making the decision.
- 10.6 The Head will automatically grant requests to withdraw a pupil from any sex education delivered in the Junior School, other than as part of the science curriculum.
- 10.7 Where pupils are withdrawn from sex education, alternative arrangements will usually be made for private study in the library.
- 10.8 Parents do not have the right to withdraw their child from relationships education.

## **11. Monitoring and review**

- 11.1 The Head and Senior Team will regularly monitor and evaluate the effectiveness of this policy.
- 11.2 This policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Deputy Head Pastoral, Head of PSHE and the Head of Junior School and PSHE Subject Leader in Junior School.

11.3 This policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the relevant committee of the Governing Body.

11.4 The date of the next review is shown on the front page.

## Appendix A: Whole School PSHE Curriculum Map

**Colour codes:**

**Relationships and Sex Education lessons = Purple**

**Diversity lessons = Red**

	Health and Wellbeing	Relationships	Living in the wider world
<b>Reception</b>	<p><b>Physical Health/Mental Wellbeing</b> Healthy eating, exercise and sleep</p> <p><b>Growing and Changing</b> Life stages – plants, animals, humans Me and my body</p> <p><b>Keeping Safe</b> Keeping myself safe</p>	<p><b>Families and friendships</b> Why I am special Likes and dislikes My family Me and my special people Same and different families</p> <p><b>Safe Relationships</b> Who can help me?</p> <p><b>Respecting ourselves and others</b> Valuing Differences My feelings</p>	<p><b>Belonging to a community</b> Caring for our world Rules to keep us safe</p> <p><b>Media Literacy and digital resilience</b> Keeping safe online</p> <p><b>Money and Work</b> Looking after money</p>

<p><b>Year 1</b></p>	<p><b>Physical Health/Mental Wellbeing</b>          Keeping Healthy          Healthy Diet          Personal Hygiene          Exercise</p> <p><b>Growing and Changing</b>          Our Feelings          Being our best</p> <p><b>Keeping Safe</b>  <a href="#">Basic First Aid</a></p>	<p><b>Families and friendships</b>          Our special people          Same or different</p> <p><b>Safe Relationships</b>          Classroom rules          Hurt feelings</p> <p><b>Respecting ourselves and others</b>          Good friends          Keeping privates private          Secrets and surprises</p>	<p><b>Belonging to a community</b>          Belonging to a group          The environment</p> <p><b>Media Literacy and digital resilience</b>  <a href="#">Sharing pictures</a></p> <p><b>Money and Work</b>          Looking after money</p>
<p><b>Year 2</b></p>	<p><b>Physical Health/Mental Wellbeing</b>          Healthy choices          Different feelings          Managing Feelings</p> <p><b>Growing and Changing</b>          Birth, Care and Growth (RS)          Moving up, new beginnings / setting goals          Endings          Naming body parts</p> <p><b>Keeping Safe</b>  <a href="#">Keeping yourself and others safe</a>          Privacy/Consent</p>	<p><b>Families and friendships</b>          Feelings and emotions (being happy, my special people, being a good friend, how we make others feel)</p> <p><b>Safe Relationships</b>          Bullying or teasing</p> <p><b>Respecting ourselves and others</b>          Constructive feedback          Respecting Similarities and differences</p>	<p><b>Belonging to a community</b>          Safety in the home/ getting help in an emergency          Stranger Danger          Group and class rules          People who work in the community</p> <p><b>Media Literacy and digital resilience</b>          Internet safety – <a href="#">Safe photos</a></p> <p><b>Money and Work</b>          Money – including saving and spending          Choices about spending and keeping money safe</p>

<p><b>Year 3</b></p>	<p><b>Physical Health/ Mental Wellbeing</b> Healthy eating Inside my body Help or harm Managing feelings</p> <p><b>Growing and Changing</b> My changing body Celebrating differences</p> <p><b>Keeping Safe</b> Danger or risk Basic first aid</p>	<p><b>Families and friendships</b> What makes a good friend? Healthy relationships</p> <p><b>Safe Relationships</b> Secret or surprise Safe or unsafe</p> <p><b>Respecting ourselves and others</b> Collaboration, respect, and challenge Conflict resolution</p>	<p><b>Belonging to a community</b> Class rules Belonging to a community Caring for our environment</p> <p><b>Media Literacy and digital resilience</b> Safety and consent</p> <p><b>Money and Work</b> Enterprise</p>
<p><b>Year 4</b></p>	<p><b>Physical Health/ Mental Wellbeing</b> Keeping ourselves healthy</p> <p><b>Growing and Changing</b> Feelings associated with change Understanding our feelings Introduction to puberty</p> <p><b>Keeping Safe</b> Road safety Online Safety</p>	<p><b>Families and friendships</b> Positive relationships (ok or not ok) Friend or acquaintance</p> <p><b>Safe Relationships</b> Under Pressure (teasing or bullying) Secrets or surprise</p> <p><b>Respecting ourselves and others</b> What makes me ME! Solving problems Makes choices</p>	<p><b>Belonging to a community</b> My school community Making a difference Volunteering</p> <p><b>Media Literacy and digital resilience</b> Challenging stereotypes Media Influence</p> <p><b>Money and Work</b> Rights and responsibilities Decisions about money</p>

	Medicines and staying healthy		
<b>Year 5</b>	<p><b>Physical Health/ Mental Wellbeing</b> Getting fit Thinking about habits Smoking, drugs and alcohol</p> <p><b>Growing and Changing</b> Puberty Sanitary protection Making Babies Changing bodies and feelings</p> <p><b>Keeping Safe</b> Decision dilemmas Emotional needs Basic First Aid</p>	<p><b>Families and friendships</b> Managing complex feelings (qualities of friendship)</p> <p><b>Safe Relationships</b> Independence and responsibility Building resilience</p> <p><b>Respecting ourselves and others</b> Prejudice Respecting others</p>	<p><b>Belonging to a community</b> Belonging to a community Rights and responsibilities Democracy – local and natural</p> <p><b>Media Literacy and digital resilience</b> Media influence</p> <p><b>Money and Work</b> Challenging gender stereotypes</p>
<b>Year 6</b>	<p><b>Physical Health/ Mental Wellbeing</b> 5 ways to wellbeing Transition and resilience Healthy eating and body image</p> <p><b>Growing and Changing</b> Puberty recap Basic consent Asking for help</p>	<p><b>Families and friendships</b> Friend or acquaintance Don't force me</p> <p><b>Safe Relationships</b> Appropriate touch (and legality) Right to Privacy Positive healthy friendships Discrimination and Human rights</p>	<p><b>Belonging to a community</b> Challenging gender stereotypes Tolerance and respect</p> <p><b>Media Literacy and digital resilience</b> Media Manipulation</p> <p><b>Money and Work</b> Money and work Jobs and Taxes</p>

	<b>Keeping Safe</b> Drugs and Alcohol Online pressure	<b>Respecting ourselves and others</b> Respecting differences	Economic choices Enterprise
<b>Year 7</b>	<b>Settling in</b> Transition to senior school Organisation and Resilience Personal safety during travel  <b>Health and growth</b> Body changes Hygiene during puberty Nutrition and Hydration Emotional changes Recognising self - harm	<b>Diversity</b> Benefits of diversity Family differences Friendship Anti-bullying Behaviour on social media  <b>Building friendships</b> Self-worth Self-esteem Cyberbullying Relationship boundaries	<b>Financial awareness</b> Saving Budgeting Financial choices Aspirations  <b>Skills</b> Reflection and planning. Group work
<b>Year 8</b>	<b>Emotional wellbeing</b> Positive thinking Resilience Recognising anxiety Mindfulness  <b>Puberty</b> Body changes	<b>Discrimination</b> Kindness Privilege Discrimination Disabilities  <b>Relationships with peers</b> Types of relationships	<b>Digital awareness</b> Data recap Dark web Grooming What sexting is Media portrayal of bodies  <b>Choices</b>



	<p><b>Hormones and their effects</b>  Periods – regular and irregular  Eating patterns</p>	<p>Peer pressure  Consent  Breakdown of relationships  Personal safety</p>	<p>Effects and reason people use:  Vaping  Smoking  Alcohol  Drugs</p>
<b>Year 9</b>	<p><b>Healthy lifestyle</b>  Whole body wellbeing  Brain memory  Muscle memory  Heart rate  Training to aid health  Anxious vs anxiety</p> <p><b>Awareness of effects</b>  <b>Effects of alcohol on the teenage brain</b>  Different alcohol units  First aid and action for vomit  Personal data and cookies</p>	<p><b>Respectful relationships</b>  You  Healthy relationships  Types of relationships  Communication  Consent</p> <p><b>Intimate Relationships</b>  More than friends  Consent  Communication  The laws  Safe sex  Contraception  STIs</p>	<p><b>Setting goals</b>  <b>Recognising strengths</b>  Dealing with failure  Ways to learn  <b>Future careers</b></p> <p><b>Challenging self</b>  <b>Adventure Week:</b>  Aims and fears  The week itself  Evaluation of skills learnt  Successes</p>
<b>Year 10</b>	<p><b>Balancing life</b>  Juggling commitments  Importance of extracurricular activities  <b>Personal values</b></p>	<p><b>Yourself</b>  Mental health  Stress  OCD  Psychosis</p>	<p><b>This Country</b>  <b>British values</b>  Parliament  The Economy  <b>Careers and stereotypes</b></p>

	<p>Legal and long-term effects of drug use Sleep</p> <p><b>General health</b> The NHS and how to use it Basic CPR First aid progression Grief Basic self-defence</p>	<p>Disordered Eating Comfortable in our bodies</p> <p><b>Healthy relationships</b> Effects of the media Consent Pornography Sexting Indecent images</p>	<p><b>Awareness</b> Current affairs discussions Current conflict Refugee stories Genocide</p>
<b>Year 11</b>	<p><b>Fads and trends</b> Caffeine Protein shakes Diets Training methods</p> <p><b>Mental health</b> Recap on last year Q and A</p>	<p><b>Sexual relationships</b> Being comfortable Controlling strong feelings Same sex safety Sexual assault</p> <p><b>Unbalanced relationships</b> How to handle issues Controlling partners Parents</p>	<p><b>Digital footprint</b> How it affects your future. What it says about you CV</p> <p><b>Self defence</b> External course on how to defend yourself safely</p>
<b>Year 12</b>	<p><b>Health and wellbeing</b> Self-care <b>Self-esteem and self-concept</b> Nutrition NHS - how to use it Mechanisms of support</p>	<p><b>Relationship issues</b> Toxic relationships Rape - the legality Sexual assault - where to get help Online intimacy Consent</p>	<p><b>Using your strengths</b> <b>Inner confidence</b> What you want to be</p> <p><b>Diversity</b> <b>Life choices - university and jobs</b></p>

	<p>Hormones and their impact on mind and body DNA screening Smear Test</p>	<p>Abortion Healthy relationships</p>	<p><b>Driving</b> Insurance - cost and types Pros and cons of learning to drive Cost of cars Finance options</p> <p>Ethical banking</p>
<p><b>Year 13</b></p>	<p><b>Healthy balance</b> Keeping healthy habits Eating well Time to self Realistic balances DNA screening</p> <p><b>First aid</b> Action for vomit Recap use of recovery position Overdose</p>	<p><b>Ending relationships</b> How to prepare for change / moving on Abortion Healthy relationships</p> <p><b>Bereavement</b> Death Phases of grief</p>	<p><b>Choices</b> UCAS Budgeting for university Perfectionism Stress levels Decision making</p> <p>Pressure Challenging stereotypes</p>