



Relationship and Sex Education Policy

St. Francis' College

September 2023

Introduction

The 'College' refers to all the staff and pupils of the Prep Department and Senior School which includes Early Years Foundation Stage (EYFS), Pre-Prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

Aims of our Relationship and Sex Education policy

This policy covers the College's approach to relationships and sex education. We aim to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationships with others. This will include:

- Providing a framework in which sensitive discussions can take place.
- Preparing pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Helping pupils develop feelings of self-respect, confidence and empathy.
- Creating a positive culture around issues of sexuality and relationships.
- Teaching pupils the correct vocabulary to describe themselves and their bodies.

Legislation (Statutory Regulations and Guidelines)

Department for Education statutory guidance states that from September 2020 all schools must deliver Relationships Education (Primary), Relationships, and Sex Education (Secondary).

Keeping Children Safe in Education (KCSiE) Statutory guidance, from 1st September 2023, states that:

- Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.
- In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance.
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The College have obligations under the Equality Act 2010, including:

- A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- The Public Sector Equality Duty, which requires public bodies to have due regard to the need to:

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- (a) Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
 - (b) Advance equality of opportunity between people who share a protected characteristic and people who don't;
 - (c) Foster good relations across all characteristics, and between people who share a protected characteristic and people who don't.

Curriculum

The Department for Education's 'Statutory Relationships Education, RSE and Health Education' guidance sets out what schools must cover. The statutory guidance is comprehensively covered by learning opportunities for each key stage in the Personal Development curriculum.

Our curriculum overview for RSE is set out below, but will be reviewed and updated once the period of consultation has ended in December 2023. The aim of this consultation is to gather the views of parents, pupils and staff and to take into account the age, needs and feelings of pupils, to create a curriculum that meets the needs of our school community.

Delivery of RSE

Prep School

The Prep School follows the guidelines of the Department for Education with respect to the teaching of Relationships Education. The objective to Relationships Education is to help to inform and support the pupils during their physical, emotional and moral development.

Relationship Education aims to put in place the building blocks needed for positive and safe relationships, including within family, friends and online. This is taught throughout the Prep Department, from Kindergarten upwards as part of the Personal Development Curriculum and in Science as part of the curriculum.

Topics covered include:

- Families and different family structures
- Friendships including online relationships
- Respect
- Kindness
- Trust
- Emotions
- Conflict Resolution
- Bullying including cyberbullying

Parents cannot withdraw their child from Relationships Education.

In the Prep School, some aspects of Sex Education are covered.

Topics covered include:

- Growing up including physical and emotional changes.

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- The changing body including puberty and pregnancy.
 - Privacy and secrecy.
 - Safety including appropriate and inappropriate physical contact.

We annually inform the parents of the Sex Education topics are covered; this is currently during the Spring Term. Parents have the right to withdraw their children from parts of the Sex Education curriculum in line with the statutory guidance. The Science curriculum in the Prep School includes content on human development, including reproduction. Parents do not have the right to withdraw their child from this.

We recognise the need to supply accurate information and support to the children at the appropriate stages of their development. The staff should act as positive role models for the children and monitor the delivery of the Relationships Education programme in the Prep School.

Senior School

At secondary level, RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies curriculum (RS) and Computing lessons (online safety).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Consent and coercion

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. (Families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Materials used in the College will be in accordance with the law and age appropriate.

RSE continues into the Sixth Form where it is taught as part of the Personal Development curriculum and themes are further developed in tutor times. Pupils are taught information that will prepare them for their adult life including revisiting STIs, contraception, sexual health, risky behaviour and relationships. This knowledge is deepened through discussion and debate.

Partnership with parents/guardians

Most of the pupil's informal sex and relationships education occurs within the family. The College's programme will complement and build on this in co-operation with parents and guardians.

Parental right to withdraw

Parents have the right to withdraw their child from certain components of sex education within RSE,

within Personal Development lessons, (any aspects of Sex Education, other than those which are part of the science curriculum) up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the Head, stating reasons for the request. Parents will be invited into the College to discuss their relevant concerns with the Head, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. There is no right to withdraw from relationships education.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents are informed at the New Academic Year Induction Evenings and by letter of the content that covers relationships and sex education and of any workshops provided by outside agencies relating to this.

Related Policies:

Anti-Bullying Policy
Pastoral Care Policy
Safeguarding Policy
Online Safety Policy
Mental Health Policy
Personal Development Policy

Policy Owner:	Assistant Head (Pastoral)
Reviewed by:	Head
Effective From:	September 2023
Next Review Due:	September 2024

Appendix 1 – PSHE Overview – Prep

Prep PSHE Overview 2022 onwards						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Wellbeing Why am I special?</p> <p>Classroom rules Playing with others</p> <p>My Emotions Recognising emotions and their causes; happiness and sadness.</p>	<p>Family and relationships Who are my special people?</p> <p>Friendships</p> <p>Health and Wellbeing Personal Hygiene Relaxation techniques</p>	<p>The changing body How has my body changed as I have grown?</p> <p>How I look after my body Learning to take care of myself</p>	<p>Safety What is safe or unsafe?</p> <p>Road safety and stranger danger Understanding simply safety rules Saying No Asking for help</p>	<p>Healthy Lifestyles How I can keep my body healthy?</p> <p>Feeling healthy and unhealthy</p> <p>Understanding how food, drink, exercise & sleep are good for us</p>	<p>Managing Change What comes next?</p> <p>Making choices What are my goals</p>
Prep I	<p>Families and relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.</p>	<p>Health and Wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.</p>	<p>Safety and the changing body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.</p>	<p>Citizenship Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.</p>	<p>Economic wellbeing Learning about what money is and where it comes from. How to keep money safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.</p>	<p>Managing Change How are my achievements, skills and responsibilities changing? Coping with losing something special to me.</p>
Prep II	<p>Families and Relationships Understand that families offer love and support and that different families may be made up of different people.</p>	<p>Family Relationships / Health and wellbeing Use multiple colours in a diagram to show how</p>	<p>Health and Wellbeing Safety and the changing body</p>	<p>Safety and the changing body Citizenship</p>	<p>Citizenship Recognise that different rules apply in different situations.</p>	<p>Economic Wellbeing Explain where adults get money from.</p>

	<p>Consider what friends may be thinking and feeling in different situations.</p> <p>Recognise some issues that may occur in friendships and which of these may need adult help to resolve.</p> <p>Understand that expectations of manners may change according to the situation.</p> <p>Know that remembering people who were important to them but are no longer here can cause a mixture of emotions.</p> <p>Explain what gender stereotypes are in relation to careers.</p>	<p>they can feel more than one emotion at a time.</p> <p>Describe how they would feel in a particular situation and understand that not everyone feels the same.</p> <p>Understand the effect of physical activity on their body and mind.</p> <p>Describe energetic physical activities that they enjoy.</p> <p>Describe the positive effects of relaxation and know there are different ways to relax.</p> <p>Know how to use breathing exercises to relax.</p> <p>Recognise and describe what they are good at and what skills they would like to develop.</p> <p>Create a complete ladder detailing achievable steps which work towards a goal.</p>	<p>Understand how the internet can be used to help us.</p> <p>Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable.</p> <p>Understand what a secret is and what a surprise is.</p> <p>Know the name of parts of the body, including those of the private parts for their gender.</p> <p>Explain the PANTS rule.</p> <p>Understand how to keep safe near roads.</p> <p>Explain the rules for crossing the road.</p> <p>Understand when we should take medicines that can help us feel better when we are unwell.</p>	<p>Understand how the internet can be used to help us.</p> <p>Understand how to remain safe online and what to do if something online makes them feel uncomfortable.</p> <p>Understand what a secret is and what a surprise is.</p> <p>Know the name of parts of the body, including those of the private parts for their gender.</p> <p>Explain the PANTS rule.</p> <p>Understand how to keep safe near roads.</p> <p>Explain the rules for crossing the road.</p> <p>Understand when we should take medicines that can help us feel better when we are unwell.</p>	<p>Explain what makes a good school environment.</p> <p>Recognise that everyone in school has a responsibility to maintain the school environment.</p> <p>Identify some jobs that people do to keep the local area pleasant.</p> <p>Recognise some local job roles that help the community.</p> <p>Recognise similarities and difference between people in the local community.</p> <p>Explain that differences should be respected.</p> <p>Explain how the school council works.</p> <p>Share their opinions on things that matter.</p>	<p>Explain the difference between wants and needs.</p> <p>Recognise that saving might be necessary to buy the things we want.</p> <p>Explain that banks are a safe place to keep money.</p> <p>Consider different factors when choosing a bank account.</p> <p>Recognise that different jobs require different skills.</p>
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		<p>Explain what a growth mindset is.</p> <p>Use strategies to stay calm during trick challenges.</p> <p>Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.</p> <p>State what ingredients they can see on a dish and compare them with the food pyramid.</p> <p>Understand what helps to keep teeth healthy.</p>				
Prep III	<p>Family and Relationships</p> <p>To understand that families love and support each other but sometimes problems can occur and help is available if needed</p> <p>To understand that friendships have ups and downs and that problems can be resolved</p> <p>To begin to understand the impact of bullying</p>	<p>Family and Relationships continued</p> <p>To recognise that stereotypes are present in everyday life</p> <p>To recognise that stereotypes exist based on a number of factors</p> <p>Economic Wellbeing</p>	<p>Citizenship</p> <p>To begin to understand the UN convention on the rights of the child</p> <p>TO understand the responsibilities of both children and adults to help all children benefit from their rights</p>	<p>Health and Wellbeing</p> <p>To understand and plan for a healthy lifestyle including physical activity, rest and diet</p> <p>To perform a range of relaxation stretches</p> <p>To understand the different aspects of my identity</p>	<p>Safety and the Changing Body</p> <p>To understand the role I can take in and emergency situation..</p> <p>To understand how to help if someone has been stung or bitten.</p> <p>TO understand the importance of being</p>	<p>Safety and the Changing Body</p> <p>TO begin to recognise who and what can influence our decisions</p> <p>TO develop an understanding of safety on or near roads.</p> <p>Transition</p>

	<p>To listen and communicate effectively</p> <p>To understand why trust is an important part of positive relationships</p> <p>To begin to understand the differences between people and why it is important to respect these differences</p>	<p>To understand the different ways to pay for things and why people might choose them</p> <p>To understand how to put together a budget</p> <p>To recognise that money has an impact on how we feel</p> <p>To begin to recognise how ethics can influence our spending decisions</p> <p>To understand that there are a range of jobs available and to think about what job they might want to do</p> <p>TO understand that there are stereotypes in the workplace and these should not limit people's career aspirations.</p>	<p>TO understand the environmental benefits of recycling</p> <p>TO understand the groups which make up the community</p> <p>TO begin to understand how democracy works in the local area</p> <p>TO understand why we have rules and the consequences of breaking rules at school and home</p>	<p>To identify my own strengths and begin to see how they can affect others</p> <p>To break down barriers into smaller, achievable goals</p> <p>To recognise when to give consent</p> <p>To understand the benefits of healthy eating and dental health</p>	<p>kind online and what this looks like.</p> <p>TO understand that cyberbullying involves being unkind online.</p> <p>TO understand that not all emails are genuine</p> <p>TO understand the choices people can make and those which are made by others.</p>	<p>To understand the strategies people use to cope with change</p>
Prep IV	<p>Families and Relationships</p> <p>Understand that manners vary in different situations.</p>	<p>Families and Relationships</p> <p>Understand that families are all different and they offer each other support</p>	<p>Health and Wellbeing</p> <p>Identify things that are important to them and learn they can take action to influence their own happiness</p>	<p>Safety and the Changing Body</p> <p>Assess and give first aid to a casualty who is having difficulty</p>	<p>Citizenship</p> <p>Understand what human rights are and why they are important.</p>	<p>Economic Wellbeing</p> <p>Understand the factors which can make something good value for money, as well as</p>

	<p>Understand boundaries in friendships, including physical boundaries and expectations.</p> <p>Understand that what they do and say affects other people.</p> <p>Understand the impact of bullying and the role bystanders can take.</p> <p>Recognise male and female stereotyped characters.</p> <p>Understand that stereotypes about disabilities are usually untrue.</p>	<p>but sometimes they can experience problems.</p> <p>Know what bereavement is and how to support someone who has experienced bereavement.</p> <p>Health and Wellbeing</p> <p>Learn how to keep our teeth healthy</p> <p>Know what makes them feel calm and learn some relaxation techniques</p> <p>Develop a growth mindset and know that mistakes are useful</p> <p>Identify own strengths and begin to see how they can positively affect others</p>	<p>Know that it is normal to experience a range of emotions and identify emotions that people may feel in different situations</p> <p>Learning what mental health is and that sometimes people need help with their mental health and knowing where to get that help.</p> <p>Safety and the Changing Body</p> <p>Understand the reasons for legal age restrictions.</p> <p>Understand how quickly information can spread on the internet and some of the risks associated with that.</p>	<p>breathing due to an asthma attack.</p> <p>Understand the difference between private and public, and secrets and surprises.</p> <p>Understand how search engines work and whether information is useful.</p> <p>Understand the changes they have already gone through and aware of some changes to come.</p> <p>Understand that they will change physically as they develop into adults.</p> <p>Understand some of the risks of smoking and some of the benefits of being a non-smoker.</p>	<p>Understand how reusing items benefits the environment.</p> <p>Understand the range of groups that exist in the wider community.</p> <p>Understand how community groups can focus on different areas of interest.</p> <p>Understand that diversity supports a community to work effectively.</p> <p>Understand the role of local councillors.</p>	<p>other factors that affect purchasing decisions.</p> <p>Understand how to keep track of money and why this is important.</p> <p>Understand ways in which we can lose money and the range of feelings associated with losing money.</p> <p>Understand that there are a range of influences on job choices and that these can be positive or negative.</p> <p>Understand that people can change their job</p> <p>Create goals and challenges that they want to set themselves before entering Prep V</p>
Prep V	<p>Families and Relationships</p> <p>To understand how to form and maintain positive relationships</p> <p>To explore the ups and downs of friendships.</p>	<p>Families and Relationships</p> <p>To recognise how attitudes to gender have changed over time.</p>	<p>Health and Wellbeing</p> <p>To take responsibility for their own feelings and actions and to use vocabulary to describe these</p>	<p>Safety and the Changing Body</p> <p>To understand the menstrual cycle</p>	<p>Citizenship</p> <p>To understand how reducing our use of materials and energy will help the environment.</p>	<p>Economic Wellbeing</p> <p>Understand what income and expenditure are and how these can be recorded.</p>

	<p>To understand the concept of marriage</p> <p>To begin to understand self-respect</p> <p>To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.</p> <p>To understand more about bullying and how to get help</p>	<p>To explore the impact of stereotypes and how they can lead to discrimination</p> <p>Health and Wellbeing</p> <p>To use yoga poses and breathing to relax</p> <p>To understand the benefits of sleep</p> <p>To understand the purpose of failure</p> <p>Learning how to set short, mid, and long term goals</p>	<p>To understand and be able to plan healthy meals</p> <p>To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection</p> <p>Safety and the Changing Body</p> <p>To begin to understand some issues related to online friendships including the impact of their actions</p> <p>To learn about staying safe online.</p> <p>To understand physical changes during puberty.</p>	<p>To understand emotional changes during puberty.</p> <p>To understand how to help someone who is bleeding.</p> <p>To begin to understand the influence others have on us and how we can make our own decisions.</p> <p>Citizenship</p> <p>To begin to understand what happens when the law is broken.</p> <p>To explore the links between rights and responsibilities.</p>	<p>To understand how we recognise and value the contribution people make to the community</p> <p>Understand the role of pressure groups.</p> <p>Understand the basics of how parliament works including the parts of parliament.</p> <p>Economic Wellbeing</p> <p>To understand that a loan can be a way to pay for things but that it needs to be repaid</p>	<p>Understand that there are risks associated with money and what some of these are.</p> <p>Understand how to create a weekly budget, including prioritising needs over wants.</p> <p>Understand that stereotypes can exist in the workplace and how these can affect people.</p> <p>Transition</p> <p>To understand the skills needed to take on responsibilities in school</p>
Prep VI	<p>Family and Relationships</p> <p>To understand what we mean by respect and why it is important</p> <p>To understand that respect is two-way and how we treat others is how we can expect to be treated.</p>	<p>Health and Wellbeing</p> <p>To identify long term goals and how to work towards them.</p> <p>To use mindfulness to manage emotions.</p> <p>To understand and plan for a healthy lifestyle.</p>	<p>Health and Wellbeing</p> <p>To understand how habits can be good or bad for our health.</p> <p>To understand what happens when we are ill and begin to understand when to seek support.</p>	<p>Safety and the Changing Body</p> <p>To understand the biology of conception.</p> <p>To understand the development of the baby during pregnancy.</p>	<p>Citizenship</p> <p>To understand how to show care and concern for others.</p> <p>To recognise prejudice and discrimination and learn how these can be challenged.</p>	<p>Economic Wellbeing</p> <p>To understand attitudes and feelings around money.</p> <p>To understand how to keep money in bank accounts safe.</p>

	<p>To explore other people's attitudes and ideas and to begin to challenge these.</p> <p>To understand stereotypes and be able to share information on them.</p> <p>To resolve disputes and conflict through negotiation and compromise.</p> <p>To begin to understand the process and emotions relating to grief.</p>	<p>To understand the potential impact of technology on physical and mental health.</p> <p>To reflect on skills they have developed to identify and respond to difficult situations.</p> <p>Understand ways that we help prevent ourselves and others becoming ill</p>	<p>Safety and the Changing Body</p> <p>To begin to understand the risks of alcohol.</p> <p>To start to become a discerning consumer of information online.</p> <p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To understand the changes that happen during puberty.</p>	<p>To understand how to help someone who is choking.</p> <p>To understand how to help someone who is unresponsive.</p> <p>Citizenship</p> <p>To understand human rights, including the right to education.</p> <p>To understand some environmental issues relating to food and food production.</p>	<p>To understand diversity and the value different people bring to a community.</p> <p>To begin to understand how Government works.</p> <p>Identity</p> <p>To understand what factors contribute to identity.</p> <p>To understand that the media manipulates images.</p>	<p>To begin to understand the risks associated with gambling.</p> <p>To understand the range of jobs people might do.</p> <p>To understand the different routes available into careers.</p> <p>Transition</p> <p>To understand that a big change can bring both opportunities and worries</p>
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Appendix 2 – PSHE Overview – KS3

KS3 Overview 2022 Onwards			
	Year 7	Year 8	Year 9
Autumn Term	<p>Health and Wellbeing Transition to secondary school. Anxieties and worries</p> <p>Health and Wellbeing Drugs – groups of drugs, abuse and effects. Why people take them, attitudes</p> <p>Relationships Bullying Family life – relationships with parents and siblings</p>	<p>Health and wellbeing Self-esteem, develop self-confidence, shyness. Personal safety. Recognition of child abuse Online safety – chat rooms, sexting</p> <p>Relationships Friendship – what makes a good friend? Peer pressure</p> <p>Health and wellbeing Healthy sleep strategies</p>	<p>Health and well being Mental health and well being Challenging discrimination Promoting emotional wellbeing and resilience Emotional wellbeing. Managing disappointments Coping strategies</p> <p>Living in the wider world Careers – GCSE Options .Intro psychometric tests & careers research</p>
Spring Term	<p>Living in the wider world Careers – identifying skills and qualities Buzz Test – online test to explore possible careers.</p> <p>Relationships Puberty – how to manage physical and emotional changes. Healthy and unhealthy relationships. Consent and personal boundaries.</p>	<p>Relationships Healthy relationships – rights and responsibilities Sexual orientation and gender identity. Stereotyping and challenging discrimination. Consent, persuasion, pressure & coercion. Sexting and the law Dealing with sexual pressure, peer pressure</p>	<p>Relationships Romantic relationships Capacity to consent Preventing STI's. Types of Contraception Unplanned pregnancy and choices Risks of pornography. Sex in the media FGM</p>
Summer Term	<p>Health and wellbeing Healthy eating – a balanced diet. Exercise and healthy attitudes. Smoking, passive smoking and the law</p> <p>Living in the wider world Respect of a diverse society. Beliefs and customs Money management – budgeting and saving</p>	<p>Living in the wider world Careers – employability skills. Gender and careers, hidden jobs The future world of work</p> <p>Health and Wellbeing Cancer – myths and facts, signs and health concerns</p>	<p>Living in the wider world Crime and punishment – why people commit crimes Punishment aims and effectiveness. Gang and knife crime Civil liberties. Women's rights and equality Consumer educations – buying and selling. Know your rights</p>

Appendix 3 – PSHE Overview – KS4

KS4 Overview 2022 Onwards		
	Year 10	Year 11
Autumn Term	<p>Health and Wellbeing Self-image and identity</p> <p>Living in a wider world Careers – CV's, cover letters, social media, advertising your skills, in-tray exercise, equal opportunities.</p> <p>A diverse society – national identity, and a multi-cultural society. Racism and discrimination, UK protests. Challenging racism</p>	<p>Health and wellbeing Emotional health and mental wellbeing Coping with challenges throughout life Reframing negative thinking Recognising stress, anxiety and depression Range of support services Promoting emotional wellbeing</p> <p>Living in a wider world Careers – recap CV's, value of work experience, preparing for interviews, post 16 options Study skills – passive v active</p>
Spring Term	<p>Relationships Healthy and unhealthy relationships. Conflict and coercion. Ways to respond to situations. Inappropriate behaviour Exploring relationships -cohabitation, civil partnerships. Marriage including arranged and forced. Parenting – roles responsibilities and challenges</p>	<p>Mock exams</p> <p>Relationships Contraception revisited – effectiveness and access. Unplanned pregnancies and miscarriage. Abortion. Relationship abuse – types, strategies, support. Challenging offensive behaviour – sexism, sexual harassment, porn, homophobia</p>
Summer Term	<p>Health and wellbeing Alcohol - binge drinking, alcohol limits Smoking – risks to health, passive smoking, e-cigarettes</p> <p>Living in a wider world The law – how laws are made, Parliament, court system Antisocial behaviour and knife crime Managing money – bank accounts and cards Rights and responsibilities – legal age Law in the work place – Equality Act 2010. Rights and responsibilities.</p>	<p>Living in a wider world Money management – Barclays life skills Study leave</p>

Appendix 4 – PSHE Overview – KS5

Overview. St Francis' College Senior School – PSHE and RSE – Sixth Form

The Sixth Form PSHE programme seeks to offer all students the opportunity to encounter various issues relating to current affairs, citizenship and their readiness for adult life, including fundamental British values, extremism, safe choices and economic matters. The programme is intended to be very outward-focused, encouraging students to explore issues in the context of the world around them and to instil a genuine interest in keeping abreast of the news and international affairs. The activities are predominantly based on shared discussion to improve our students' ability to articulate their views confidently, to listen to others and to evaluate arguments.

The programme is delivered principally in form time, alongside guest speakers both in school and at Sixth Form Society events. The programme complements the Sixth Form enrichment programme in providing students with the soft skills necessary for success in higher education and the adult world.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	<ul style="list-style-type: none"> • Fundamental British Values (in society and in the context of college values) • Citizenship & Immigration • British citizenship quiz • Racism 	<ul style="list-style-type: none"> • Radicalisation • Extremism • Self-confidence • Self-esteem 	<ul style="list-style-type: none"> • Self-improvement • Aiming High • Fear of failure • Women reaching the top 	<ul style="list-style-type: none"> • Social media and you • Social media in the adult world • Switching off • Social media and safety 	<ul style="list-style-type: none"> • Personal risk • Travelling safely • Knowing your rights • First Aid 	<ul style="list-style-type: none"> • Study leave and exams
Year 2	<ul style="list-style-type: none"> • Current affairs • Fake news • Media regulation 	<ul style="list-style-type: none"> • Learning to drive • Personal choices • Safety in numbers 	<ul style="list-style-type: none"> • Healthy choices • Drug classification • Staying safe • Sexual harassment • LGBTQ rights 	<ul style="list-style-type: none"> • Law & order • Political awareness • Voting 	<ul style="list-style-type: none"> • Recognising discrimination • Discrimination in the workplace • Social Inclusion 	<ul style="list-style-type: none"> • Study leave and exams