Abbey Gate College

POLICY: PSHE	
Scope	**Whole College**
Responsibility	**Head of PSHE**
Reviewed & Updated	**September 2026**
Board Level Approval	**Gareth Lee**

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Policy Statement (1)

This policy covers the College's approach to the teaching of Personal, Social & Health Education (PSHE), as an important and necessary part of all pupils' education. Throughout the whole College we provide a vital foundation for the personal development of young people in preparing them for adult life. PSHE is important in combating the social exclusion and disaffection of any student, with the capacity to equip all young people with the skills and attitudes needed to react positively to the pressures of modern life.

The guidelines consist of a framework for personal, social health and economic education for Key Stages 1, 2, 3, 4 and Sixth Form. Together with the promotion of a tolerant and diverse culture, students develop knowledge, skills and understanding in the following areas:

- developing confidence and responsibility and making the most of their abilities
- developing a healthy, safer lifestyle
- developing good relationships and respecting people, their differences, and their lifestyle choice
- developing an understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In preparing this document, consideration has been given to:

- Education Act, (1996)
- Learning And Skills Act, (2000)
- Education And Inspections Act, (2006)
- Equality Act, (2010)
- Supplementary Guidance: SRE for the 21st Century, (2014)
- Keeping Children Safe In Education – Statutory Safeguarding Guidance, (2024)
- Children And Social Work Act, (2017)
- DfE's Relationships And Sex Education And Health Education, (2021)
- Working Together To Safeguard Children, (2023)

Resources and supplementary guidance are taken from:

- PSHE Association
- Sex Education Forum's 12 Principles Of Good Quality RSHE (appendices)
- Children's charities, e.g. Childline / NSPCC / etc.

Policy Statement (2)

1) This policy applies to all members of the Abbey Gate College community, including those in our EYFS setting.
2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.

3) This policy is made available to relevant parties in accordance with our *Provision of Information* policy. This policy should be read in conjunction with the College's *Curriculum, EDI, SEND, RSHE* and *Safeguarding* policies.
4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *EDI* policy document.
5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
6) The most recent updates were made on account of personnel changes.

Key Personnel

1) Emma Flatman: Head of PSHE and RSHE
2) Emma Leatherbarrow: Head of Sixth Form
3) Corinna Travis: Head of Infant & Junior School
4) Laura Parker: Lead Teacher (Pastoral) IJS
5) Carole Houghton: Deputy Head (Pastoral)
6) Craig Jenkinson: Head
7) Gareth Lee: Chair of Governors

Practice (1) – Introduction

The aim for PSHE education is to support the College's overarching aims and objectives to promote the spiritual, moral, cultural, mental and physical development of pupils to provide them with life-skills. These opportunities are also embedded within the curriculum as well as in Form Times, Assemblies, and broader experiences beyond the curriculum.

The PSHE programme is developed to:

1) Facilitate the pupil's personal growth and development through their own active participation.
2) Develop skills and attributes such as resilience, self-esteem, self-knowledge, self-confidence, risk management, team working and critical thinking to promote good mental well-being.
3) Help the individual move towards being a self-determining adult, able to make decisions, set goals and adapt to change and be able to develop their confidence and self-awareness.
4) Help the individual acquire important social and coping skills in thinking, feeling, decision making, communication and action.
5) Reinforce the idea of making positive choices with the topics of alcohol, drugs, smoking, sex and relationship education, career education and guidance.
6) Understand and enhance their spiritual, moral, cultural, physical and mental development.

7) Have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices.
8) Appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health.
9) Ensure the active promotion of Fundamental British Values (FBV).
10) Assist and enable pupils to distinguish right from wrong and to respect the civil and criminal law of the UK;
11) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
12) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the UK.
13) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
14) Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
15) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in the UK.

Through discussion, we develop respectful relationships which can challenge and question.

At Abbey Gate College we strive to promote equality and diversity to improve our school community by interlinking each distinct area of school life with one common theme: a strong and supportive community which is respectful of each other.

We celebrate ideas, successes, achievements, innovations; challenge views in an open, honest and respectful way; generate positive relationships that criss-cross through our school community. Ultimately, we are trying to continually raise standards, demonstrate democracy, fairness and a sense of justice through education. (*Ref. Equal Opportunities Policy*).

Teaching takes into account the ability, age, readiness and cultural backgrounds of all pupils and those with English as a second language, to ensure that all can fully access the PSHE educational provision.

RSHE is a separate and distint area taught alongside the PSHE curriculum. Staff delivering the curriculums will ensure that learning and topic content is always age appropriate. Pupils will experience different modes of delivery and staff will ensure pupils are aware of how to access additional information and support if required. Staff will deliver the content set out by the Government in a spiral curriculum which will allow learning / understanding to progress throughout the Key Stages. A spiral curriculum will

allow for building of knowledge whilst maintaining the age appropriate delivery aspect. There will also be some cross-curricular links with other subject areas which will complement the delivery of PSHE, (e.g. CS, science, geography, RE, drama, PE).

The PSHE curriculum is designed to empower children with knowledge in order to make informed decisions. The curriculum is designed to reflect life issues and balance skills, knowledge and personal attributes alongside academic development to provide well rounded and well-informed individuals.

Abbey Gate College covers all statutory aspects of the curriculum in ways which are designed to meet the needs and requirements of our school community - if they are not relevant, they will not be effective. The curriculum is broad and balanced in nature and reflective of society. The delivery of PSHE promotes development of spiritual, moral, cultural, mental and physical attributes of pupils in order to help prepare them for opportunities, responsibilities and experiences in later life. We are not aiming to merely teach the Government requirements; we are striving to embed an ethos of the broader issues of life – and the impact of them - into the provision of our rich and holistic pastoral approach to school life and education.

At all times, lessons and messages will reflect British law and the values of British society. It is important that pupils clearly understand the law and associated consequences or legal implications resulting from not abiding by the law. We are trying to foster good morals into our pupils so they may have integrity in later life.

Aspects of faith and religion will also be addressed comparing the similarities and differences of beliefs where appropriate. As with all elements of the curriculum teachers would encourage balanced and respectful debate.

Practice (2) – PSHE Curriculum Provision & Promoting Fundamental British Values (FBVs)

PSHE education is structured around three interconnected Core Themes: Health and Wellbeing; Relationships; and Living in the Wider World (including Economic Wellbeing and Careers Education.

These themes overlap and complement one another, ensuring pupils develop the knowledge, skills and attributes needed to thrive personally, socially and academically, and to prepare for adult life.

Throughout the programme it is recognised that PSHE development includes, but is by no means limited to, promoting the values which underlie public life in the United Kingdom, as also in very many other countries, as outlined in documents issued by the Department for Education in Autumn 2014 about ‘Fundamental British Values’.

British values underlying public life have been summarised as 'including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs'. It is important that pupils should appreciate that such values are not unique to the UK but on the contrary are at the basis of the Universal Declaration of Human Rights and are respected in a very wide range of countries throughout the world.

The scheme of work acknowledges that:

1) Values underlying public life are broadly the same in all democratic countries
2) Each country has its own history and context
3) All pupils need a sense of belonging, respecting identity, individual loyalties and affiliations, and experience.
4) Negative and demeaning stereotypes must be challenged
5) Values are frequently controversial; open-mindedness and critical thinking are required to clarify thought
6) Understandings of 'Britishness' should be inclusive

This programme aims to foster exploration and discussion of Britishness in an inclusive way, which embraces diversity and acknowledges the multiple ways of connecting with British society.

Practice (3) – PSHE Programme of Study for Health & Wellbeing

Pupils are taught:

1) how to maintain balanced and good physical, mental and emotional health and wellbeing including sexual health
2) about parenthood and the consequences of teenage pregnancy
3) how to assess and manage risks to health and to stay, and keep others, safe
4) how to identify and access help, advice and support
5) how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
6) how to respond in an emergency including administering first aid
7) the role and influence of the media on lifestyle.

Practice (4) – PSHE Programme of Study for Relationships

Pupils are taught:

1) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2) how to recognise and manage emotions within a range of relationships
3) how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4) about the concept of consent in a variety of contexts (including in sexual relationships) and be able to relate this to UK law and British Values.
5) about managing loss including bereavement, separation and divorce

6) to respect equality and be a productive member of a diverse community
7) to encourage respect for other people even if they choose to follow a lifestyle that one would not choose to follow oneself
8) how to identify and access appropriate advice and support
9) the legal framework for marriage and equality for same sex couples under the Marriage (Same Sex Couples) Act 2013
10) the importance of e-safety to enable them to remain both safe and legal within and beyond the classroom.

Practice (5) – PSHE Programme of Study for Living in the Wider World, Economic Wellbeing, Careers & the World of Work

Pupils are taught:

1) about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2) how to make informed choices and be enterprising and ambitious
3) how to develop employability, team working and leadership skills and develop flexibility and resilience
4) about the economic and business environment
5) how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

Practice (6) – PSHE Roles & Responsibilities

Staff identified in *Key Personnel* are respectively responsible for:

1) ensuring that the PSHE is at the heart of the school curriculum, ensuring that British Values are fundamental to our teaching and learning
2) the overall planning, implementation and review of the programme
3) organising the delivery of PSHE through a team of dedicated teachers and specialist outside agencies
4) Identifying training needs for staff for the delivery of the programme
5) ensuring that a variety of teaching approaches will be used to give students relevant information, to enable issues to be explored, and to acquire appropriate skills – see teaching methods and learning approaches

The Head of PSHE and RSHE leads the review of policy and implementation across the College, in liaison with the Head and the Head of Infant & Junior School.

Confidentiality is important when discussing social and emotional topics; therefore, if some students find areas of the work challenging and distressing for a number of reasons, the teacher may find it necessary to refer to the Safeguarding Policy and/or the Designated Safeguarding Lead (DSL).

PSHE has discrete allocation within the curriculum, but is also an integral part of the whole curriculum. Individual teachers are responsible for their own class organisation

and teaching style in relation to PSHE, whilst ensuring that these complement and reflect the overall aims and ethos of the College.

PSHE Provision (1) – General Guidance

The following points must be considered when planning lessons:-

1) Current understanding – this can vary greatly from individual to individual; therefore, even the basic information must be covered.

2) Additional understanding – this will depend on the age group being taught, their knowledge of the issue, and their ability/readiness to discuss the issue in greater depth.

3) Delivery techniques and strategies to demonstrate the topic and to encourage the pupils to discuss, consider and understand the topic.

PSHE Provision (2) – EYFS

In EYFS, the prime areas of PSHE are planned into daily teaching and takes different formats depending on topic and events. The named practitioner for Behaviour and Pastoral Care is the EYFS Coordinator. The Head of Infant and Junior School takes overall responsibility for EYFS.

Personal, social and emotional development supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and teachers providing them with positive feedback and modelling appropriate behaviour.

In the EYFS, PS&ED (Personal, Social and Emotional Development) is broken down into three aspects:

1) Self Regulation
2) Managing Self
3) Building Relationships

Self Regulation: This aspect is about how children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Our teaching and provision of support in this area enables pupils to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. This in turn leads to them being able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: This aspect is about how children can be confident to try new activities and show independence, resilience and perseverance in the face of challenge. It also links with how they explain the reasons for rules, know right from wrong and try to

behave accordingly. Children are supported by staff to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: This aspect is about how children learn to work and play cooperatively and take turns with others. At AGC Infant and Junior School we ensure role models are observed in every aspect of school life, both male and female and of different ages. This includes older pupils. These role models demonstrate how to form positive attachments to adults and friendships with peers. Pupils are supported to understand and show sensitivity to their own and to others' needs.

Due to the flexible nature of EYFS teaching, the teacher will seize any potential possibility to address PS&ED throughout the day. This is not always reflected in planning as it can be spontaneous but it is recorded in the pupils' Learning Journeys and tracking documents. Success in these areas is evident in pupil behaviour, attitude and ever developing social skills.

Pupil progress and understanding in this area is tracked through daily observations which are measured against ELG (Early Learning Goals) as well as being recorded in Learning Journeys and in half termly tracking.

EYFS attend weekly assemblies to celebrate achievement. They take part in whole school charitable fund-raising events, thematic workshops with other year groups and exploit many opportunities to become part of the whole school community and the wider community.

PSHE Provision (3) – Infant & Junior School

At the Infant and Junior School, class-based learning, and themed PSHE focus half days are intrinsic to our PSHE provision. SMSC – Spiritual, Moral, Social and Cultural - and aspects of PSHE are also taught in assemblies throughout the year. Relationship Education is taught to each year group within our PSHE programme. This combination of teaching aid children in developing real, practical knowledge and understanding of all aspects of PSHE and SMSC.

PSHE Provision (4) – Senior School

The importance of a well balanced PSHE curriculum is supported at Abbey Gate College by fortnightly curriculum time for Years 7 – 11, (one hour every two weeks).

Year 11 and Sixth Form pupils follow a 'Journey Of Life' programme which was trialled during 2024/25 and proved to be a successful, accessible and more relevant way to deliver the curriculum to our older students. The 'Journey Of Life' programme of study complements and builds upon the work and topic areas covered in Years 7 – 10. The programme aims to make PSHE practically relevant to the students' lives prior to them embarking upon an independent life outside of the structures and security of

school. Additional opportunities to enhance the regular timetabled lessons are also included in the provision at Key Stage 3 and 4 by weekly form activities and through whole school activities. Provision is also made available for outside agencies to supplement both curriculums.

Throughout all Key Stages, topics related to PSHE are covered in a variety of lessons. Further detail is available in schemes of work for SMSC, including Cross-Curriculum links.

In Sixth Form, students in Lower Sixth have one lesson a week. All Sixth Formers have a programme for Form Time.

It is hoped that throughout the College pupils will continue to build on their experiences learnt in the previous Key Stages and continue to develop with maturity and a greater understanding of the world we live in.

PSHE Provision (5) – Overview of Subject Content

Mental Health And Emotional Wellbeing: Developing good mental health; self-esteem and resilience; dealing with stress; coping with change and loss; challenging stigma; recognising unhealthy coping behaviours, e.g. self-harm and eating disorders; how to get support or support a friend.

Healthy And Unhealthy Relationships: Expectations of a partner; readiness for sex; consent; recognising positive, healthy relationships; recognising exploitation and manipulation; abuse; sharing explicit images; impact of pornography*; online relationships; gender and sexual orientation.

*Research shows that many young people are being exposed to pornography, often accidentally when it appears via adverts or pop-ups whilst using the internet. To try to reduce the harm of young people being exposed to pornography we try to highlight the pitfalls of it within relationships and concentrate on developing the understanding of positive aspects of healthy relationships including how to establish, generate and foster respect.

Money: Money, savings and debt; gambling; ethical choices about how we spend our money; consumer rights; financial risk.

Careers And Aspirations: Exploring different careers; goal setting; developing employability skills; enterprise projects, e.g. setting up your own business; preparing CVs and job interviews.

Physical Health: Puberty; drug education - including alcohol and smoking; healthy food choices and exercise; maintaining a balanced lifestyle; managing risks to health.

Personal Safety And Risk Management: Online safety; first aid; recognising and responding to risks in different situations; developing independence; travel safety.

Media Influence: Body image; influence of social media on attitudes and decisions; being a critical consumer of information; fake news; propaganda; stereotypes; finding reliable sources.

Friendships and Anti-bullying: Making and maintaining friendships; conflict resolution; peer pressure and influence; recognising and responding to all types of bullying including online; managing change and transition, e.g. to new school / leaving school.

Diversity and Prejudice: Celebrating diversity; developing mutual respect; challenging prejudice and discrimination including racism, sexism, homophobia, biphobia and transphobia; human rights; British values; tackling extremism.

Sexual Health: Maintaining sexual health; types and purposes of contraception; negotiating contraceptive use; STIs; choices following an unplanned pregnancy; changing fertility and conception options; how to access sexual health services.

PSHE Provision (6) – Assessment

There is no formal assessment; however, evaluation is carried out by:

1) Observations of pupils or groups of pupils when on a task.
2) Pupil-led outcomes in a variety of forms (written, photographic, artistic).
3) Outcomes are reviewed against the curriculum.
4) Evaluation of the schemes of work.
5) Pupil reviews
6) Questioning in lessons

PSHE Provision (7) – Parental & Community Involvement

Parents are informed as appropriate at the Infant and Junior School when topics relate to sex education, drugs, alcohol and smoking are explored. Parents who feel that the subject matter is inappropriate for their child will have the opportunity to discuss this with the school and an alternative for these lessons will be found if necessary. Following government guidelines, all Junior School pupils must receive Relationships education. Parents are not allowed to withdraw junior school pupils from Relationships or Health education. Where age appropriate aspects of sex education are taught (consent, puberty, reproduction), parents may withdraw their child from part or all of it. If a parent has a concern about any aspect of Relationship Education, the Deputy Head of Infant and Junior School is available to discuss any issues or concerns and go through content.

At the Senior School, when specific lesson content requires parents to be further informed, letters are sent home to parents to outline the purpose and content of PSHE material. Parents are also invited to view the PSHE handbook and other relevant documents on the school website or VLE (Virtual Learning Environment). They may

contact the PSHE Coordinator to discuss the curriculum at any time. Should parents wish to withdraw their child from the Sex Education aspects of the PSHE curriculum they will be asked to follow the relevant procedures in line with school policy for withdrawal to initiate the process. This information can be found in the RSHE policy.

Parents are an essential asset to the College. Parents are able to discuss the PSHE curriculums by contacting the PSHE Co-ordinator at school, and randomly selected parents are asked for their views periodically on relevant documentation as and when appropriate. Establishing and maintaining positive working relationships are important to ensuring the curriculum appropriately meets the needs of our College community.

There may be occasions whereby parents will be informed of events and activities via clarion call or letter. Decisions for such communications to occur will be after discussion with the subject lead and DSL, with the intention to suitably and efficiently furnish pupils and parents with specific information requirements at specific times in the school year. We also have links with the community and work closely with the local church in Aldford and we involve outside agencies as much as possible to deliver specialised aspects of the curriculum particularly during events such as: Wellbeing Day, Personal Safety Day and E-Safety initiatives.

Pupils have the opportunity to contribute to the PSHE curriculum through verbal and written feedback, and discussions with the Head of PSHE. Discussion on topics, content and methods of delivery are encouraged. These discussions are intended to allow pupils to have some contribution to lesson content and delivery, assess the appropriateness of content, as well as provide ongoing evaluation and monitoring of the curriculum that is provided at Abbey Gate College. The subject lead will also maintain close association with the school's pupil voice committees, which meet to discuss school life with a view to better provide for the needs of the pupils from day to day.

PSHE Provision (8) – Training & Subject Knowledge

Lead staff are committed to keeping abreast of content, statutory and non-statutory guidelines and wider subject debate. The topic is vast; a cohesive approach such as that found at Abbey Gate College supports strong delivery and best practice.

Access to training and provision of appropriate resources is fundamental to the delivery of an effective curriculum. The Head is committed to such provision resulting in staff delivering the curriculum being able to maintain freshness and variety in imparting information thus stimulating pupils in relevant and engaging lessons.

RSHE Provision (9) – Key Points of Delivery

Offering Advice: It should be noted that the staff teaching the curriculum are not counsellors or professional healthcare practitioners and as such should not be expected to provide anything other than an informative general education. Pupils will be directed

towards professionals and access to other information sources where and when appropriate.

Explicit Questions: Some questions may be too explicit to deal with in a classroom setting. In such circumstances, the teacher will use professional discretion, whilst being mindful of child protection and safeguarding aspects.

Confidentiality: Staff cannot offer unconditional confidentiality if there is a believed risk of harm, or if the teacher suspects a potential breach of the law has occurred which poses a threat to or puts a child at risk. In such circumstances the designated safeguarding lead will be informed. Staff will always act in the best interests of the child. At all times appropriate support will be offered.

Language: Correct scientific language or socially acceptable contextual language will be used where appropriate, to ensure effective transfer of information to the pupils. Terminology which is socially unacceptable or offensive in nature will not be permitted and if necessary, reasons explained to the children in order to prevent further use of such language. Sometimes lack of education and understanding of sensitive issues or misuse in the home setting is the precursor for continued usage in children.

Teaching About Sexuality: No one lifestyle is explained as being the only one acceptable to our society. It is therefore a natural couRSHE of lesson discussion to explain how people differ in their sexual attractions. Discussions should allow for misconceptions to be remedied and the provision of factual information to be sensitively delivered, thus striving to reduce prejudice and discrimination. It is recognised that at times healthy debate may be robust. As with all other aspects of the curriculum, debate must remain respectful and in so being it will form a positive learning journey for the children in how to handle disagreement of beliefs and points of view. Teachers will ensure subject content remains age appropriate for the children.

Diversity and Inclusion: The curriculum and delivery will be sensitive to the diverse range of religious and cultural views of the school community and wider society. The access to learning about different religious beliefs and sexual behaviour is designed to keep pupils safe, healthy and understand their rights as individuals. Information will be delivered impartially and address issues pertaining to the law. Discrimination in all forms will be challenged, being mindful of the ‘Protected Characteristics’ of our society and ‘British Values’. Discussion and debate will be encouraged with the expectation that both are always respectfully conducted.

Contraception: Information will be provided to the children in an open and non-judgemental or directive way. Issues of faith and belief alongside consequences of not using contraception will be openly discussed. Discussion will be mindful of age appropriate detail and content.

Safeguarding: Children's welfare and safety will be paramount in lesson delivery. School procedures will be followed when visitors are invited onto the school site to deliver aspects of the PSHE curriculum. Visitors will only be invited onto the school site to deliver sessions which the school feels will enhance the pupils learning experience and maximise the impact of learning by adding value to the curriculum. The school and teaching staff will be mindful of how to project information to the children in ways which do not inadvertently encourage unsafe behaviour to then ensue, e.g. glamorising, stigmatising or directing pupils to alcohol, eating disorders, self-harm, etc. Staff will be compassionate towards vulnerable pupils and pupil needs. As with all aspects of teaching, confidentiality will be respected but cannot be guaranteed where there is a query over the safety or potential safety, or allusion to risk or potential risk, of a pupil in the class. Any pupils or issues which presents themselves to the teacher as being a cause for concern will be passed on to the DSL.

APPENDIX 1: Glossary of Terminology

ABBREVIATION	FULL TITLE
DSL	Designated Safeguarding Lead
ELG	Early Learning Goals
EYFS	Early Years Foundation Stage
FBV	Fundamental British Values
KS1	Key Stage 1 - Age 5-7
KS2	Key Stage 2 - Age 7-11
KS3	Key Stage 3 - Age 11-14
KS4	Key Stage 4 - Age 14 – 16
PS&ED	Personal, Social and Emotional Development
PSHE	Personal, Social & Health Education
RSHE	Relationships, Sex and Health Education
Sixth Form	Age 16+
SMSC	Spiritual, Moral, Social and Cultural

APPENDIX 2: Safe Practice & Best Practice

Staff are advised as follows:

- Questions will be answered honestly and openly.
- Support services signposted.
- Ground Rules, (see Appendices), will be set out and adhered to during lessons. Pupils will be reminded of the rules periodically but especially when sensitive or emotive issues are being discussed.
- Pupils will know that they can leave the lesson and go to sit in the school reception for times when they feel a little overwhelmed by the lesson content. (NB: if this does occur in a lesson the teacher must follow up and check upon the welfare of the child at the earliest opportunity).
- Use of case studies to be relied upon rather than personal experiences. However, there may be some occasions whereby personal experience is a more appropriate method to convey the message. Professional judgement and discretion will apply in these circumstances.
- Lessons should be appropriately challenging and differentiated in accordance with age, past experiences, knowledge, relevance, etc.
- Continuous assessment to occur throughout the curriculum alongside a spiral curriculum delivery throughout the Key Stage, (and therefore natural progression between Key Stages).
- Use of inclusive language and correct terminology.
- Questioning designed to extend learning and extract thoughtful responses.
- Good quality and safe resources to be used from recognised and recommended sources or organisations.
- Delivery should include various techniques ensuring that they are interactive, inclusive and collaborative in nature.
- Lessons and teaching should be flexible to accommodate specific needs and nuances of each class throughout delivery.

Advice from the Learning Enrichment team will be sought when addressing issues arising with some pupils requiring additional support. Where and when appropriate plans are then implemented to complement the normal delivered programme of activity.

APPENDIX 3: Ground Rules for Pupils

These two documents are presented to the children via PowerPoint and poster.

Ground Rules

- Openness – open and honest opinions.
- Non-judgemental approach.
- Listen to other people's points of view and be prepared to discuss different views other than your own.
- Right to pass – taking part is important, but you do not have to answer every question!
- Correct use of language and terminology.
- Keep the conversation in the room – what is discussed is relevant for our lesson, some topics may be particularly sensitive or age appropriate.
- Do not assume other people's values, attitudes, life experiences or feelings. Be mindful of others.
- Ask questions – there are no stupid questions. PSHEE lessons work best by exploring through discussion and conversation.

Take A Break

Some lessons may have greater relevance to you than others – perhaps due to your own experiences, etc.

You may leave the lesson and sit in the school reception should this ever be the case for you.

Your teacher will check that you are ok after the lesson.

APPENDIX 4: Skills for Life & British Values

Skills for life are demonstrated throughout Abbey Gate College within the classroom and academic setting, and alongside our social and pastoral provision. By providing opportunity for the pupils to practically apply and utilise British Values we can confidently state that life skills are being understood and demonstrated throughout our school community. Equipping pupils with life skills and providing them with the confidence to actively demonstrate a broad awareness of what it means to be a British citizen are important if we are to nurture and encourage high standards, strong moral foundations and confident young people within our society.

Democracy

Pupil Voice committees
Heads of school – Self / Service / Sustainability
Deputy Heads of School
Prefects
Assemblies
Debating Club
House System
Feedback and surveys – to parents and pupils
Voting – form representatives; General Election internal school campaigns.

The Rule of Law

Behaviour Policy
Accountability
*Consequences of actions – house point system, etc.
*Rights and responsibilities – safety, respect, etc.
(*how the school operates on a daily basis following set guidelines and procedures).

Individual Liberty

Opportunities to make choices
In class discussion and opinions
Combatting discrimination
Pupil Voice Representatives and corresponding school issues / debates
Curriculum opportunities
Accepting responsibility for actions and choices

Mutual Respect and Tolerance for those with different Faiths and Beliefs

Manners and politeness
Team work and respect within sporting activities
Care for school environment
Acceptance of lifestyle choices
Respect for individual differences
Respect towards all people
Community respect

APPENDIX 5: Key Stages 1 & 2 Curriculum

Abbey Gate College
Infant & Junior School

PSHE Infant and Junior School

Our Foundation pupils follow our EYFS PSED curriculum in conjunction with our Tolerance and Equality curriculum and our RSHE curriculum. During key stages 1 and 2, PSHE offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on our school aims of Self, Service and Sustainability. Our ThoughtBox Think & Thrive is a progressive discussion-based curriculum in which every student's voice is heard and every voice matters. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes, introduces them to a wider world and enables them to make an active contribution to their communities. Abbey Gate College Infant and Junior School teaches PSHE through weekly PSHE lessons, as well as using form time sessions and an assembly programme designed to cover the following themes:

Self including Health and Wellbeing:

a) what is meant by a healthy lifestyle
b) how to maintain physical, mental and emotional health and wellbeing
c) how to manage risks to physical and emotional health and wellbeing

d) ways of keeping physically and emotionally safe
e) about managing change, including puberty, transition and loss
f) how to make informed choices about health and wellbeing and to recognise sources of help with this
g) how to keep safe and respond in an emergency
h) to identify different influences on health and wellbeing, including drugs, alcohol and tobacco

Service including relationships (friends, family and sexual):

a) About the roles of different people and different types of relationships in our lives, including family
b) How to develop positive friendships
c) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
d) how to recognise and manage emotions within a range of relationships
e) how to recognise and respond to risky or negative relationships including all forms of bullying and abuse
f) how to recognise and maintain safe relationships
g) about respect for the self and others in relationships while respecting equality and diversity

Sustainability including Living in the Wider World:

a) about rights and responsibilities as members of families, other groups and ultimately as citizens
b) about different groups and communities
c) about media literacy and digital resilience
d) to respect equality and to be a productive member of a diverse community
e) about the importance of respecting and protecting the environment
f) about where money comes from, keeping it safe and the importance of managing it effectively
g) how economic wellbeing impacts aspirations, work and career

Abbey Gate College
Infant & Junior School

PSHE Foundation
Long Term Planning

Self			Service		Sustainability	
Foundation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	What do I like?	Is it ok to like different things?	How can I be friendly?	Who is in my family?	How am I feeling?	How can I help myself feel good?
Tolerance and Equality	**Respectful relationships:** The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	**Respectful relationships:** The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	**Caring friendships:** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Caring friendships:** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Families and people who care for me:** That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	**Respectful relationships:** The importance of self-respect and how this links to their own happiness.

PSHE KS1
Long Term Planning

Self			Service		Sustainability	
Infant 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (2 lessons)	Identity	Home	Habitats	Happiness	Journeys	Waste
PSHE Topic (2 lessons)	What is the same and different about us? (PSHE Assoc – Sameness and Difference) what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them	Who is special to us? (Medway Lesson 1 – My Special People) that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for	What can we do with money? (Values, Money and Me Lessons) what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents)	What helps us stay healthy? (PSHE Assoc. Dental Care lesson; Soaper Heroes) • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing	Who helps to keep us safe and what different careers are there? (People who can help us lessons. PSHE Assoc careers lessons KS1) that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; What different careers are there and how strengths and weaknesses can guide careers.	How can we look after each other and the world? (KS1 transitions, super mood movers) how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom
Tolerance and Equality (1 lesson)	**Respectful relationships:** The importance of self-respect and how this links to their own happiness.	**Respectful relationships:** The importance of self-respect and how this links to their own happiness.	**Caring friendships:** How important friendships are in making us feel happy and secure, and how people choose and make friends.	**Respectful relationships:** The importance of permission-seeking and giving in relationships with friends, peers and adults.	**Respectful relationships:** Practical steps they can take in a range of different contexts to improve or support respectful relationships.	**Families and people who care for me:** That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's

						families are also characterised by love and care.
Termly Focus – (1-2 Lessons)	Awe and Wonder (ThoughtBox)		Equality and Justice (ThoughtBox)		Changing Climates (ThoughtBox)	RSE Day

Infant 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (2 lessons)	Social Media	Love and Relationships	Food	Global Cultures	Groups and Gangs	Clothes
PSHE Topic (2 lessons)	What is Bullying? (Bitesize video's; The Birds) how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe	What makes a good friend? (Bitesize video's) how to make friends with others • how to recognise when they feel lonely and what they could do about it	How can we look after bodies? (PSHE Assoc Sleep Factor; dental care) that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest	What jobs do people do? (Invite parents and people from local community to speak about their jobs. BBC and Twinkl) how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community	What helps us to stay safe? (PSHE Assoc drugs lessons;) how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them	How do we stay healthy in the sun? (PSHE Assoc Sun Safety KS1) lessons explore safe and unsafe exposure to the sun and the associated benefits and risks. Pupils learn how to assess and manage risk alongside steps they can take to stay safe (with parents' and carers' help) while making the most of the summer months.
Tolerance and Equality (1 lesson)	**Caring friendships:** That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	**Respectful relationships:** The importance of self-respect and how this links to their own happiness	**Caring friendships:** The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	**Caring friendships:** How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	**Families and people who care for me:** That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.	**Caring friendships:** How important friendships are in making us feel happy and secure, and how people choose and make friends.
Termly Focus – (1-2 Lessons)	Awe and Wonder (ThoughtBox)		Equality and Justice (ThoughtBox)		Changing Climates	RSE Day

			(ThoughtBox)		

PSHE LKS2
Long Term Planning

Self		Service		Sustainability	
Junior 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (2 lessons)	Identity	Home	Habitats	Happiness	Journeys	Waste
PSHE Topic (2 lessons)	How can we be a good friend? (Medway Lesson 1) • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships	What keeps us safe? (PSHE Assoc – cybersprinters / Road and Rail safety) • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • Road and Rail safety	How can we stay safe with drugs and alcohol? (PSHE Assoc Drug and Alcohol Lesson 1) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies	What makes a community? (PSHE Assoc Lesson 2 plus bits from other lessons to support) how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • how to be respectful towards people who may live differently to them	Why should we keep active and sleep well? how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions	Why should we eat well and look after our teeth? how to eat a healthy diet and the benefits of nutritionally rich foods • how, when and where to ask for advice and help about healthy eating and dental care
Tolerance and Equality (1 lesson)	**Caring friendships:** That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	**Respectful relationships:** The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	**Respectful relationships:** What a stereotype is, and how stereotypes can be unfair, negative or destructive.	**Respectful relationships:** The importance of respecting others even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs. ● Practical steps they can take in a range of different contexts to improve or support respectful relationships.	**Caring friendships:** That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	**Respectful relationships:** Practical steps they can take in a range of different contexts to improve or support respectful relationships.

				● The conventions of courtesy and manners. ● The importance of self-respect and how this links to their own happiness. ● That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		
Termly Focus – (1-2 Lessons)	Awe and Wonder (ThoughtBox)		Equality and Justice (ThoughtBox)		Changing Climates (ThoughtBox)	RSE Day

Junior 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (2 lessons)	Social Media	Love and Relationships	Food	Global Cultures	Groups and Gangs	Clothes
PSHE Topic (2 lessons)	How to form healthier eating habits? (PSHE Assoc Healthier Eating) Healthier eating habits. Choices and influences.	What strengths, skills and interests do we have? (Self-esteem lessons) how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements	How can we manage our feelings? (PSHE Assoc Mental Health) how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • how to access advice and support to help manage their own or others' feelings	How can we manage risk in different places? (Is It Risky) how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence	How can our choices make a difference to each other and the environment? (Money and Me: Costing the Earth) how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment	How do we treat each other with respect? (PSHE Assoc – Friendship and Bullying) how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
Tolerance and Equality (1 lesson)	**Caring friendships:** The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty,	**Caring friendships:** The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty,	**Respectful relationships:** The importance of respecting others, even when they are very different from them (for	**Respectful relationships:** The importance of self-respect and how this links to their own happiness.	**Families and people who care for me:** The characteristics of healthy family life, commitment to each other, including in times	**Caring friendships**: That healthy friendships are positive and welcoming towards others and do not make others feel

	kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, how to manage these situations and how to seek help or advice from others, if needed.	kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.		of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	lonely or excluded. **Respectful Relationships:** The importance of respecting others even when they are different from them. What a stereotype is and how stereotypes can be unfair, negative or destructive.
Termly Focus – (1-2 Lessons)	Awe and Wonder (ThoughtBox)		Equality and Justice (ThoughtBox)		Changing Climates (ThoughtBox)	RSE Day

PSHE UKS2
Long Term Planning

Self			Service		Sustainability	
Junior 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (2 lessons)	Identity	Home	Habitats	Happiness	Journeys	Waste
PSHE Topic (2 lessons)	What makes up our identity? (Personal Identity and Belonging and Community) how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)	What decisions can people make with money? (Do you need it?) how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save	How can we help in an accident or emergency? (Asthma; Basic Life Support; Bites and Stings) how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services	How can friends communicate safely? (Be Internet Legends – hard copy resource) about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively	How can drugs common to everyday life affect health? (Drug and Alcohol Lesson 1 & 2) how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal	What jobs would we like? that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid)
Tolerance and Equality (1 lesson)	**Caring friendships**: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	**Caring friendships:** that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	**Respectful Relationships:** The importance of respecting others even when they are different from them. (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.	The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs. The importance of self-respect and how this links to their own happiness.	**Families and people who care for me:** That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. **Respectful Relationships:** The	**Respectful relationships:** what a stereotype is, and how stereotypes can be unfair, negative or destructive.

					importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.	
Termly Focus – (1-2 Lessons)	Awe and Wonder (ThoughtBox)		Equality and Justice (ThoughtBox)		Changing Climates (ThoughtBox)	RSE Day

Junior 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ThoughtBox (2 lessons)	Social Media	Love and Relationships	Food	Global Cultures	Groups and Gangs	Clothes
PSHE Topic (2 lessons)	How can the media influence people? • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions	How can we keep healthy as we grow and change? (PSHE Assoc Drugs and Alcohol) how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them	What's in the news? (Newswise lessons) **Managing feelings about the news** (lesson 3): analyses the emotional impact of news and gives pupils strategies to manage feelings related to the news. **Spotting fake news** (lesson 5): helps pupils understand the nature of fake news and its potentially harmful impact on individuals. **Understanding that news is targeted** (lesson 6): helps pupils understand that online information is ranked, selected and targeted and supports them to become critical consumers of such information.	How can we stay cyber-secure? (CyberSprinters) encourage good cyber hygiene practices, ideally before those bad habits that cyber criminals exploit (such as using the same password for different online accounts) have been established. There are 3 new lessons available in total, covering: **Lesson 1 Creating and managing passwords** How to create and manage passwords **Lesson 2 Protecting your devices** How to protect personal information and devices **Lesson 3 Suspicious contact** How to identify and manage suspicious contact https://www.ncsc.gov.uk/collection/cybersprinters/?referrer=pshe	What will change as we become more independent? How do friendships change as we grow? (Disrespect Nobody) • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another	How can we embrace change and new challenges? (PSHE Assoc lessons) identifying feelings, opportunities and challenges related to this transition, and supporting pupils with positive strategies for managing changes from one key stage to another.

Tolerance and Equality (1 lesson)	**Respectful relationships:** The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs. About different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	**Respectful Relationships:** Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	**Caring friendships:** That healthy friendships are important and welcoming towards others and do not make others feel lonely or excluded. **Respectful relationships:** The importance of respecting others even when they are very different from us.	**Caring friendships:** That healthy friendships are important and welcoming towards others and do not make others feel lonely or excluded. **Respectful relationships:** The importance of respecting others even when they are very different from us.	**Respectful Relationships:** What a stereotype is, and how stereotypes can be unfair, negative or destructive.	**Respectful relationships:** The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs. **Respectful relationships:** The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.
Termly Focus – (1-2 Lessons)	Awe and Wonder (ThoughtBox)		Equality and Justice (ThoughtBox)		Changing Climates (ThoughtBox)	RSE Day

Self		**Service**		**Sustainability**	
IJS Termly Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1 26-27	Awe and Wonder		Equality and Justice		Changing Climates	RSHE Day
Cycle 2 27-28	Kindness		Water		Faith and Spirituality	RSHE Day

APPENDIX 6: Key Stages 3 & 4 Curriculum and Journey Of Life Scheme

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Financial decision making** Saving, borrowing, budgeting and making financial choices
Year 8	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks
Year 9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Employability skills** Employability and online presence
Year 10, 11 & 12						

Students follow the 'Journey Of Life PSHE' programme.

Simplified PSHE OVERVIEW, (RSHE specific)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	• Transition and Safety.	• Sustainability, Climate and the Environment, (Healthy Eating).	• Diversity, Prejudice and Bullying.	• Forming Positive, Healthy Relationships. • Consent.	• Dealing with emotions. • Eating disorders and self harm. • Nicotine and Vaping.	• First Aid.
Year 8	• Drugs and Alcohol: Energy Drinks Tobacco Vaping	• Environment and Sustainability. (To coincide with COP summit).	• Community and Careers: Diversity & Inclusion / Equal Opportunity. • Discrimination / Difference / Neurodiversity / HIV.	• Online Safety: Trust Me (Propagand / Contact / Grooming / Peer Pressure). • Gaming Symbols / Messaging.	• Families, Relationships and Parenting. • Conflict. • Drugs: Caffeine / Nicotine / Alcohol.	• First Aid.
Year 9	• Alcohol. • Role Models.	• Behaviour and Gangs. • Misogyny.	• Sexting; Pornography; Gender, Sexuality and Stereotypes. • Consent.	• Drugs. • Vaping. • Send Me A Pic, (NEW).	• Puberty – including reproduction and fertility. • Preventing Sexual Misconduct.	• First Aid.
Year 10 *	• FGM and Honour Killing. • Extremism and Influence.	• Marginalised Groups and Empathy. • Consent.	• Reflections On Society. • Creating Positive Cultures.	• Preventing Sexual Misconduct, (Safer Streets Campaign). • Gambling.	• Drugs. • Contraception.	• First Aid.

*Introductory work for Journey Of Life programme

Year 11 & 12: Journey Of Life Programme

YEAR 7 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn…	Lesson overviews/Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	• how to identify, express and manage their emotions in a constructive way • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to improve study skills • how to identify personal strengths and areas for development • personal safety strategies and travel safety, e.g. road, rail and water • how to respond in an emergency situation • basic first aid	
Autumn 2 Living in the wider world	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	• how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices	

Spring 1 Relationships	**Diversity** Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	• about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others	
Spring 2 Health & wellbeing	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	• how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol	

	PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	• how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support	
Summer 1 Relationships	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	• how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent	
Summer 2 Living in the wider world	**Financial decision making** Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18	• how to make safe financial choices • about ethical and unethical business practices and consumerism • about saving, spending and budgeting • how to manage risk-taking behaviour	

YEAR 8 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn…	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	• about medicinal and reactional drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes	
Autumn 2 Living in the wider world	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	• about equality of opportunity in life and work • how to challenge stereotypes and discrimination in relation to work and pay • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices	
Spring 1 Relationships	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42,	• how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious	

	R43	discrimination	

Spring 2 Health & wellbeing	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	• about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies	
Summer 1 Relationships	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	• the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill	
Summer 2 Living in the wider world	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	• about online communication • how to use social networking sites safely • how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • how to respond and seek support in cases of online grooming • how to recognise biased or misleading information online • how to critically assess different media sources • how to distinguish between content which is publicly and privately shared	

		• about age restrictions when accessing different forms of media and how to make responsible decisions • how to protect financial security online • how to assess and manage risks in relation to gambling and chance-based transactions	

YEAR 9 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn…	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	• how to distinguish between healthy and unhealthy friendships • how to assess risk and manage influences, including online • about 'group think' and how it affects behaviour • how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively • to manage risk in relation to gangs • about the legal and physical risks of carrying a knife • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation to drug and alcohol use, including addiction and dependence	
Autumn 2 Living in the wider world	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	• about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • about GCSE and post-16 options • skills for decision making	
Spring 1 Relationships	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23,	• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with	

	R35, R36	family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services	

	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	• about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health, including testicular self-examination	
Summer 1 Relationships	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online	
Summer 2 Living in the wider world	**Employability skills** Employability and online presence PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	• about young people's employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their 'personal brand' online • habits and strategies to support progress • how to identify and access support for concerns relating to life online	

YEAR 10 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn…	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	• how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • how to access support and treatment • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation	
Autumn 2 Living in the wider world	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25	• how to effectively budget and evaluate savings options • how to prevent and manage debt, including understanding credit rating and pay day lending • how data is generated, collected and shared, and the influence of targeted advertising • how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling • strategies for managing influences related to gambling, including online • about the relationship between gambling and debt • about the law and illegal financial activities, including fraud and cybercrime • how to manage risk in relation to financial activities	
Spring 1 Relationships	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	• about relationship values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships	

		• about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours	

	PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	• about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent • how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support • how to recognise and challenge victim blaming • about asexuality, abstinence and celibacy	
Spring 2 Health & wellbeing	**Exploring influence** The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37	• about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction	
Summer 1 Relationships	**Addressing extremism and radicalisation** Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	• about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation	
Summer 2 Living in the wider world	**Work experience** Preparation for and evaluation of work experience and readiness for work PoS refs: H1, L1, L2, L3, L5, L7, L8, L9	• how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace	

	L10, L11, L12, L13, L14, L15, L23	• how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience	

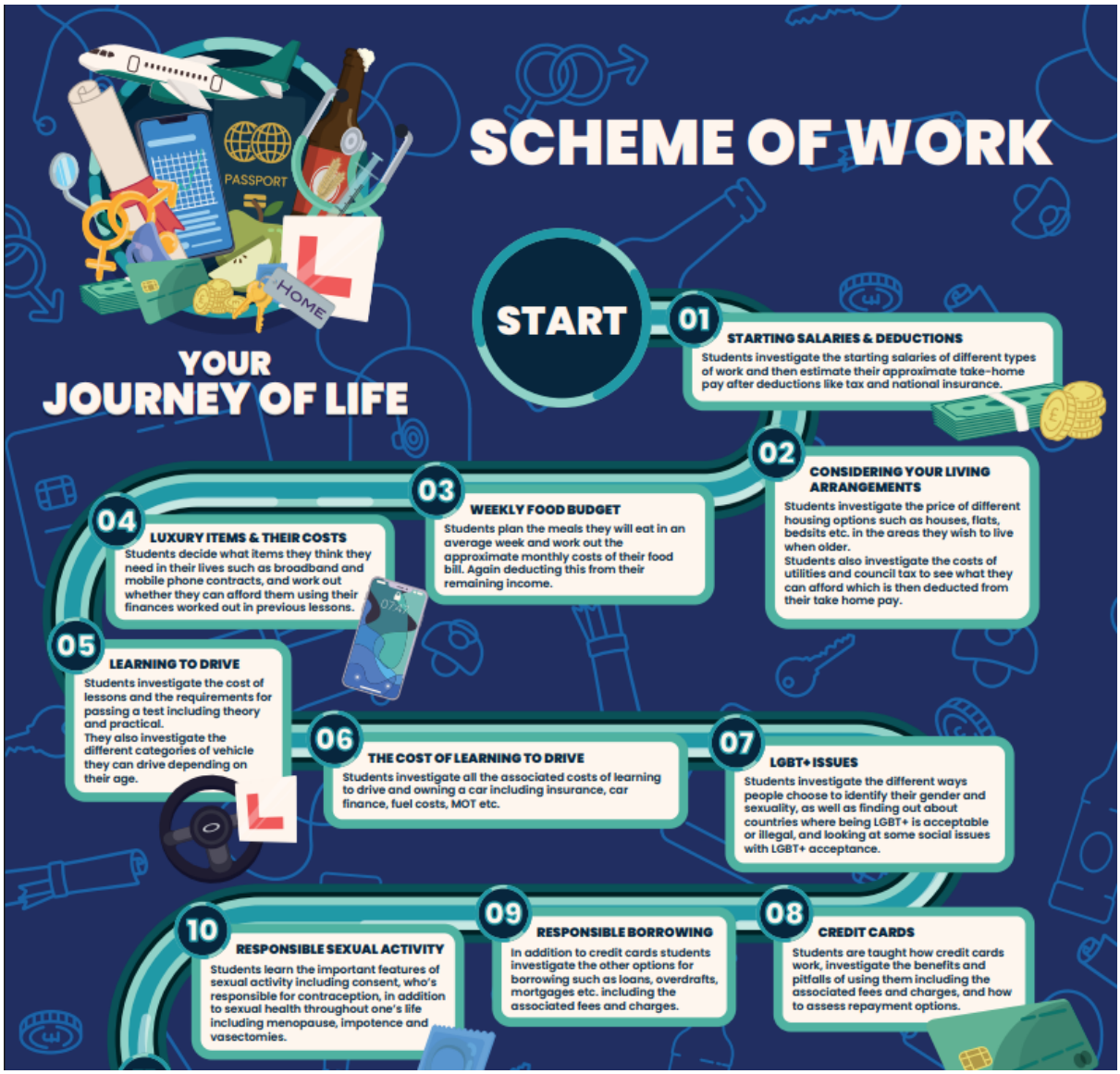
YEAR 11 — MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, students learn…	Lesson overviews / Teacher notes / resources (See regularly-updated pdf. version for latest Quality Assured resources)
Autumn 1 Health & wellbeing	**Building for the future** Self-efficacy, stress management, and future opportunities PoS refs: H2, H3, H4, H8, H12, L22	• how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, peRSHEverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online	
Autumn 2 Living in the wider world	**Next steps** Application processes, and skills for further education, employment and career progression PoS refs: L1, L2, L3, L4, L6, L7, L8, L11,	• how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways	

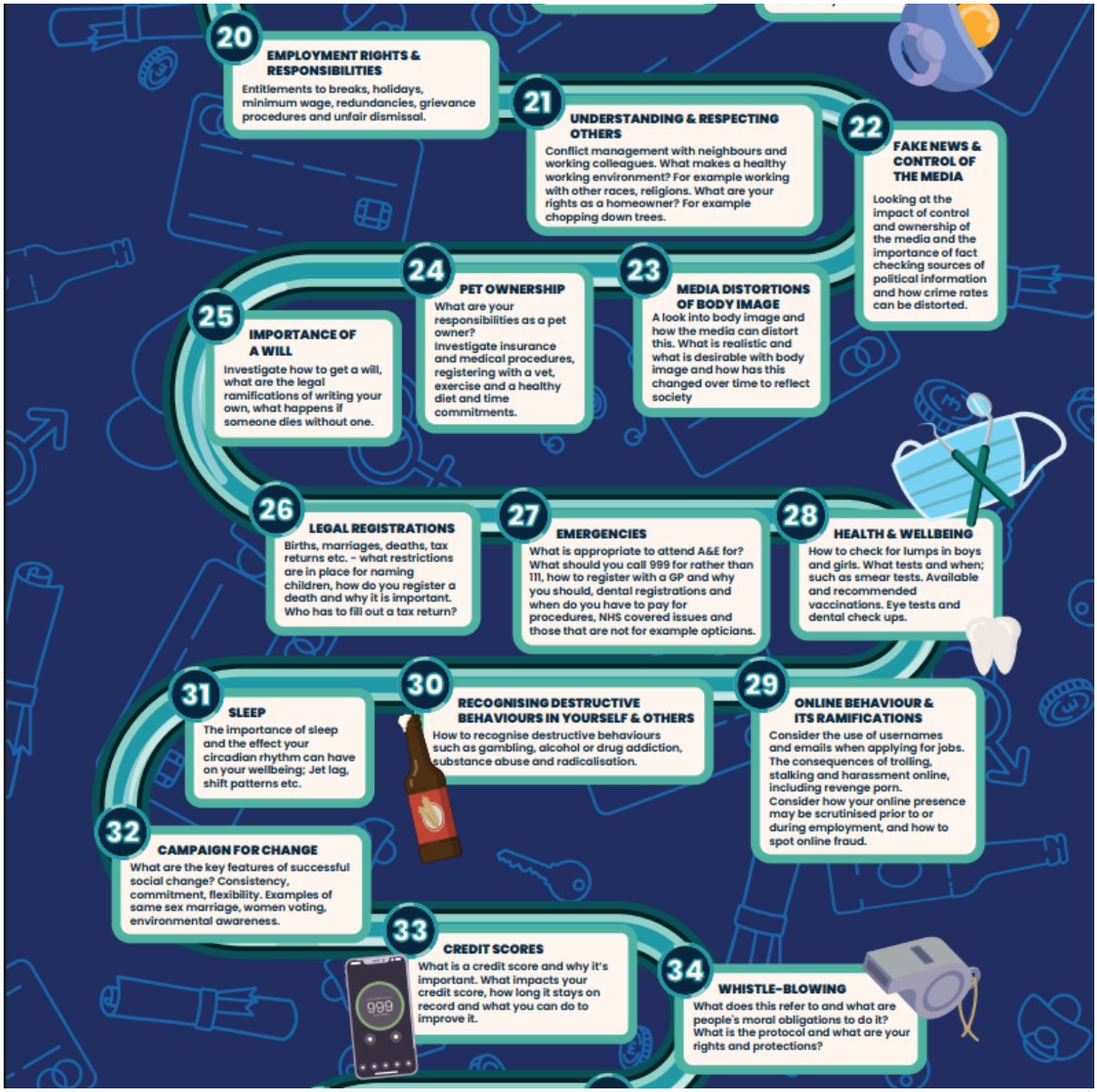
	L12, L21	• about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and challenges in relation to working part time whilst studying • how to manage work/life balance	
Spring 1 Relationships	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	• about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online	

	PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32	• about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive relationships and how to overcome challenges in seeking support	
Spring 2 Health & wellbeing	**Independence** Responsible health choices, and safety in independent contexts PoS refs: H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	• how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers • about the importance of screening and how to perform self examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation	
Summer 1 Relationships	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	• about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement • about 'honour based' violence and forced marriage and how to safely access support	

Your Journey of Life 'Scheme of Work'




11
MANAGING MENTAL HEALTH
Students learn some of the key behaviours which can lead to depression such as magnification and over generalisation. They also investigate where they can go for help and engage with appropriate coping strategies for other issues such as stress. Recognising different forms of depression such as SAD & available treatments such as CBT.
12
POLITICS
Students investigate the role of parliament and the process of voting in elections. They also investigate the role of their local MP and how students can get involved in politics and make a difference.
13
DRUG USE
Students look at the dangers and the legal penalties involved with taking illegal drugs in addition to the health implications, they also investigate behaviours more likely to occur due to reduced inhibitions such as the contraction of infections due to unprotected sex or the sharing of needles, along with the wider ramifications such as potentially losing your job.
Forty fully planned video lessons, each with its own worksheet.
That's a lot of time saved!
14
TRAVELLING SAFELY
Investigate the safe way to go travelling including gap year opportunities and the use of the British consulate when losing a passport etc. How to apply for a passport and what visa restrictions for certain countries mean. Value for money with flying, train, car or ferry etc. Difference between self catered, half board, all inclusive etc.
PASSPORT
15
WELLNESS
Investigate a healthy meal and exercise plan that could fit into your schedule. How you can exercise without going to a gym and investigate the dangers of FAD diets.
16
SUSTAINABLE LIVING
Investigate what changes you could make to your daily life to eliminate the need for single-use plastics. Other sustainable changes you can make include reducing food waste.
18
GETTING MARRIED
What are the cost implications of getting married, the different options available including civil partnerships and non religious ceremonies, who can get married, ages, rights etc.
17
PREGNANCY
What to expect during pregnancy and the first years of life. Investigate the maternity and paternity pay and rights of both mother and father as well as abortion and age of pregnancy and fertility.
19
CRIME & YOUR BEHAVIOUR
The impact of your behaviour and the different types of crime. Do you know what behaviours are against the law?


20
EMPLOYMENT RIGHTS & RESPONSIBILITIES
Entitlements to breaks, holidays, minimum wage, redundancies, grievance procedures and unfair dismissal.
21
UNDERSTANDING & RESPECTING OTHERS
Conflict management with neighbours and working colleagues. What makes a healthy working environment? For example working with other races, religions. What are your rights as a homeowner? For example chopping down trees.
22
FAKE NEWS & CONTROL OF THE MEDIA
Looking at the impact of control and ownership of the media and the importance of fact checking sources of political information and how crime rates can be distorted.
23
MEDIA DISTORTIONS OF BODY IMAGE
A look into body image and how the media can distort this. What is realistic and what is desirable with body image and how has this changed over time to reflect society
24
PET OWNERSHIP
What are your responsibilities as a pet owner?
Investigate insurance and medical procedures, registering with a vet, exercise and a healthy diet and time commitments.
25
IMPORTANCE OF A WILL
Investigate how to get a will, what are the legal ramifications of writing your own, what happens if someone dies without one.
26
LEGAL REGISTRATIONS
Births, marriages, deaths, tax returns etc. - what restrictions are in place for naming children, how do you register a death and why it is important. Who has to fill out a tax return?
27
EMERGENCIES
What is appropriate to attend A&E for? What should you call 999 for rather than 111, how to register with a GP and why you should, dental registrations and when do you have to pay for procedures, NHS covered issues and those that are not for example opticians.
28
HEALTH & WELLBEING
How to check for lumps in boys and girls. What tests and when; such as smear tests. Available and recommended vaccinations. Eye tests and dental check ups.
29
ONLINE BEHAVIOUR & ITS RAMIFICATIONS
Consider the use of usernames and emails when applying for jobs. The consequences of trolling, stalking and harassment online, including revenge porn.
Consider how your online presence may be scrutinised prior to or during employment, and how to spot online fraud.
30
RECOGNISING DESTRUCTIVE BEHAVIOURS IN YOURSELF & OTHERS
How to recognise destructive behaviours such as gambling, alcohol or drug addiction, substance abuse and radicalisation.
31
SLEEP
The importance of sleep and the effect your circadian rhythm can have on your wellbeing; Jet lag, shift patterns etc.
32
CAMPAIGN FOR CHANGE
What are the key features of successful social change? Consistency, commitment, flexibility. Examples of same sex marriage, women voting, environmental awareness.
33
CREDIT SCORES
What is a credit score and why it's important. What impacts your credit score, how long it stays on record and what you can do to improve it.
999
34
WHISTLE-BLOWING
What does this refer to and what are people's moral obligations to do it? What is the protocol and what are your rights and protections?


35
IDENTITY & ITS IMPORTANCE IN MODERN DAY
What identities are important or relevant? Sexual, racial, class, gender etc.
36
DEALING WITH DISABILITY
Learn about the rights of disabled people including what financial assistance is available, and consider how to treat disabled people when talking to them and how to be more mindful of people with a disabilities.
37
GLOBALISATION
Learn what globalisation is and the positive and negative impacts it's had, including: working together, shared resources and identity. As well as corruption, destroying natural resources and exploitation.
38
THE DISTRIBUTION OF WEALTH & POWER
Is poverty necessary to ensure a supply of labour to do the dirty, dangerous or menial jobs in society? Should wealth be kept within the family? Is pay a good indicator of hard work?
39
THEORIES OF RELIGION
Does religion oppress or inspire its followers? And investigate how religions have developed over time.
40
LIFE AFTER RETIREMENT
Look at the pros and cons of not working. Usefulness of a pension scheme and a state pension vs. private pensions.
END
YOUR JOURNEY OF LIFE
The most engaging way to learn sixth form PSHE