

Step Up Day Programme including all statutory guidance for PSHE, RSE, CZ & Careers (early adoption September 2019 & statutory from September 2020)

**Programme of Study for Step Up Days from September 2019**  
**Trialling in preparation for statutory implementation in 2020**  
**Some lessons may be moved to facilitate availability of external guests**  
**Additional lessons will be added to the curriculum in response to local events**



### **Relationships and Sex Education**

**RSE is statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017. This guidance replaces the Sex and Relationship Education guidance (2000).**

**Definition of RSE:** Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

**Previous learning and progression from KS1 & 2:** At ages 3-6 children will have been taught the following: the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important. At ages 7-8 children will have been taught the following: the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy. At ages 9-10 children will have been taught the following: knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

**Please see RSE Programme of Study on website for further details**

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## Citizenship

### **Purpose:**

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Some of this content is delivered via cross-curricular links with subjects (e.g. History/enrichment/Maths) but we have ensured full coverage within the Step Up programme as well as assemblies and Form time or bespoke programmes to meet the needs of specific individuals.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Key stage 3**

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom

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- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk.

#### **Key stage 4**

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

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### **Personal, Social, Health and Economic Education (PSHE)**

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve (see our evidence briefing A curriculum for life: the case for statutory PSHE education). The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

It is important for pupils to have opportunities to reflect on their learning and it is assessed. Assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents and governors to see the impact that PSHE education is having for pupils. This will take place in the form of evaluation following each Step Up day and where appropriate aspects will be provision mapped to provide future information for their Employability Passport and future planning.

### **CORE THEME 1: HEALTH AND WELLBEING**

*This core theme focuses on:*

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health\*
4. about parenthood and the consequences of teenage pregnancy\*

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5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

### **KEY STAGE 3**

#### **Pupils should have the opportunity to learn:**

- H1.** to recognise their personal strengths and how this affects their self-confidence and self-esteem
- H2.** to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- H3.** to accept helpful feedback or reject unhelpful criticism
- H4.** to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- H5.** the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;
- H6.** the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]*
- H7.** to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- H8.** the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
- H9.** the importance of and ways of taking increased responsibility for their own physical health and personal hygiene
- H10.** the purpose and importance of immunisation and vaccination
- H11.** about the use of contraception, including the condom and pill; to negotiate condom use (see also *Relationships*)
- H12.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- H13.** the benefits of physical activity and exercise and the importance of sleep
- H14.** to recognise and manage what influences their choices about exercise
- H15.** the importance of, and strategies for, maintaining a balance between work, leisure and exercise
- H16.** what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
- H17.** what might influence their decisions about eating a balanced diet
- H18.** how the media portrays young people; to recognise its possible impact on body image and health issues

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**H19.** that identity is affected by a range of factors, including the media and a positive sense of self

**H20.** ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

**H21.** to understand how the inappropriate use of mobile phones can contribute to accidents

**H22.** to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)

**H23.** to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)

**H24.** the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)

**H25.** factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis

**H26.** the law relating to the supply, use and misuse of legal and illegal substances

**H27.** to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)

**H28.** the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke

**H29.** the safe use of prescribed and over the counter medicines

**H30.** the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'

**H31.** how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use

**H32.** about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

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#### **KEY STAGE 4**

##### **Building on Key Stage 3, pupils should have the opportunity to learn:**

**H1.** to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

**H2.** to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism

**H3.** strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing

**H4.** the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)

**H5.** (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it *[NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their selfharm/ disordered eating, their weight change etc.) can be harmful and should always be avoided]*

**H6.** to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)

**H7.** how to take increased responsibility for maintaining and monitoring their own health

**H8.** how lifestyle choices affect a developing foetus

**H9.** about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

**H10.** to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes

**H11.** to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons

**H12.** how to recognise and follow health and safety procedures

**H13.** how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)

**H14.** about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)

**H15.** the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke

**H16.** understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns

**H17.** the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

**H18.** about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS

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## **CORE THEME 2: RELATIONSHIPS**

*This core theme focuses on:*

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)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

### **KEY STAGE 3**

**Pupils should have the opportunity to learn:**

- R1.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- R2.** to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise
- R3.** to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- R4.** to explore the range of positive qualities people bring to relationships
- R5.** that relationships can cause strong feelings and emotions (including sexual attraction)
- R6.** the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- R7.** that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- R8.** different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- R9.** the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- R10.** that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable
- R11.** the roles and responsibilities of parents, carers and children in families
- R12.** how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13.** to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R14.** to understand what expectations might be of having a girl/boyfriend
- R15.** to consider different levels of intimacy and their consequences

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**R16.** to acknowledge and respect the right not to have intimate relationships until ready

**R17.** about readiness for sex and the benefits of delaying sexual activity

**R18.** that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected

**R19.** about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)

**R20.** how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent

**R21.** about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships

**R22.** about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

**R23.** to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)

**R24.** about the difference between assigned/biological sex, gender identity and sexual orientation

**R25.** to recognise that there is diversity in sexual attraction and developing sexuality

**R26.** the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

**R27.** about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

**R28.** to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted

**R29.** the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them

**R30.** to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it

**R31.** to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours

**R32.** to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns

**R33.** laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon

**R34.** about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support

**R35.** the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

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**R36.** to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy

**R37.** how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns

**R38.** when the sharing of explicit images may constitute a serious criminal offence

#### **KEY STAGE 4**

**Building on Key Stage 3, pupils should have the opportunity to learn:**

**R1.** strategies to manage strong emotions and feelings

**R2.** the characteristics and benefits of positive, strong, supportive, equal relationships

**R3.** that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other

**R4.** parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)

**R5.** to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.

**R6.** managing changes in personal relationships including the ending of relationships

**R7.** to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support

**R8.** about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3

**R9.** about the impact of domestic abuse (including sources of help and support)

**R10.** the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

**R11.** about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement

**R12.** how to access such organisations and other sources of information, advice and support

**R13.** about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

**R14.** to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)

**R15.** how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity

**R16.** to recognise when others are using manipulation, persuasion or coercion and how to respond

**R17.** to understand the pernicious influence of gender double standards and victim-blaming

**R18.** to recognise the impact of drugs and alcohol on choices and sexual behaviour

**R19.** to manage unwanted attention in a variety of contexts (including harassment and stalking)

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**R20.** to understand and respect others' faith and cultural expectations concerning relationships and sexual activity

**R21.** to assess readiness for sex

**R22.** accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing & building on learning in KS3

**R23.** to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

**R24.** the reasons why parents choose to adopt/foster or to place children for adoption/fostering

**R25.** about abortion, including the current legal position and the range of beliefs and opinions about it

**R26.** the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

**R27.** that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age

**R28.** about the options open to people who are not able to conceive

**R29.** the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

At this age some young people will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

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### **Careers**

(see Strategy for careers for greater detail)

Huntcliff holds the Quality in Careers; the Careers Leader holds L6 Careers Leader and Management; a Humber Hub member; The Career Leader is an invited member of the expert Careers Review Panel; Career Leader of the year CEC 2019.

Career Leader Mrs Philippa Hartley

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Career Admin Officer Miss Paula Davidson

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### **Careers Curriculum Plan**

The school's statement of intent:

provision of a curriculum that:

- successfully prepares all students for the next steps and ultimately the world of work, recognising both local and global employment opportunities;
- supports students' wellbeing;
- prepares students for life in modern Britain;
- provides students with a deep knowledge base;
- develops a love of learning;
- develops creativity and imagination;
- develops higher levels of general and subject specific vocabulary;
- develops transferable problem solving and analytical skills;
- develops students' skills of applying knowledge to new scenarios;
- develops and promotes life-long learning.

At the heart of our curriculum ambition is the development in students of a love of learning, one that will enable them to realise their full academic and social potential.

Subject's statement of intent: **Careers curriculum intent: the provision of a curriculum that:**

- contributes to raising achievement, especially through motivation to succeed in their future direction post 16 and beyond

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- develops a secure knowledge of careers information, advice and guidance to support informed decisions as to their next steps
- supports inclusion, challenges stereotyping and promotes equality of opportunity
- encourages participation in continued learning including higher education and further education and prepares students for the world of work in modern Britain
- develops enterprise and employment skills
- reduces drop out from and course switching in education and training
- contributes to the economic prosperity of individuals and communities
- meets the needs of all our students through appropriate differentiation and bespoke provision
- focuses students on their future aspirations
- involves parents and carers

### Key Stage 3

Our aims for KS3 – what we aim to achieve through our **Y7-9** programme of study is an exploration of the world of work. Y7-9 intent is to **motivate** (engage in activities with the world of work and motivated to pursue a job or career) and be **aware** (options, LMI and beyond and a developing awareness of their strengths and weaknesses). Students will become **aligned** through option choices to support their aspirations.

**Developing yourself through careers, employability and enterprise:** Skills: self-awareness (describe strengths & weaknesses in relation to jobs and courses being studied); self-determination (reflection on current achievement and target setting; self-improvement as a learner (review of progress in relation to attitude, study habits and link to jobs and salaries, Q & A sessions with employers, apprenticeship providers and alumni).

**Learning about careers and the world of work:** Be able to explain possible career routes in relation to likes, dislikes, strengths, weaknesses in attainment and achievement; explore links between skills they are learning and employability and what they are doing to

### Key Stage 4

Our aims for KS4 – what we aim to achieve through our Y10-11 programme of study is to apply their knowledge of the world of work to prepare them for post 16 decision making. By Y11 students will be **motivated** and **aware** but increasing **aligned** to make choices supporting their aspirations and are aligned to LMI. In addition; they **acquire** skills and behaviours necessary for their chosen employment and **attain** and are successful in their transition to post 16.

**Developing yourself through careers, employability and enterprise:** Skills covered: self-awareness (describe strengths & weaknesses in relation to occupations and courses being studied – more students have a greater awareness at this stage); self-determination (reflection on current achievement and target setting; self-improvement as a learner (review of progress in relation to current GCSE trajectory and the link to post 16 options, Q & A sessions with employers and apprenticeship providers during step up days and alumni). Mentoring also supports them with their personal learning targets.

**Learning about careers and the world of work:** Students reflect upon their current progress in school and future plans for post 16 considering current successes. Each student has a careers interview and an opportunity to work to develop an action plan highlighting areas to develop. Opportunities to further research are provided and bespoke websites for identified interests are given to them as part of the interview

supplement their qualifications with Enrichment. Opportunities for research on careers and labour market information are more sophisticated and students can access guidance interviews. Aspects of health and safety at work are covered as part of step up days so students understand their rights and responsibilities as well as topics around stereotyping and discrimination.

**Developing your career management, employability and enterprise skills:**

Students explore the network of support available; further opportunities to access online resources; Q & A sessions with the Enterprise Advisor, Careers & Enterprise Company and opportunities to discuss ideas with careers staff from the local colleges as well as our independent Careers Advisor. Employers are offered the opportunity to come to join us for the Step Up days as well as DWP, Apprenticeship providers and the Armed Forces. North Lindsey College support employability skills workshops where children take a hands-on practical approach to working with others, team work, communication and problem solving. Key aspects around social media and online footprint ensures students do not damage their future job roles through inappropriate on-line activity. This is reinforced through other areas of the curriculum (ICT and assemblies).

process. Drop in sessions at lunch or break are available within careers.

**Developing your career management, employability and enterprise skills:**

A key component is budgeting and understanding the financial implications of jobs and post 16 choices. Students are given budget information to understand tax deductions etc. They simulate living on a fixed budget and must make financial decisions. These decisions are linked to salaries and jobs. Students explore all terminology regarding taxation and pay slips. They find out greater depth around apprenticeships and visits to employers. Employers visit school as part of our programme and these vary year by year depending on the nature of the year group and their areas of interest. All Y10 take part in two separate taster days at the local colleges, with the option to do a third with Lincoln if numbers permit.

Y11 focuses around individual needs and we offer a differentiated series of activities. All students are supported in writing CVs, application forms and preparation for interviews. Students can select additional support for interviews, apprenticeships, revision skills and techniques etc depending on their area of need. Further independent advice and guidance is made available throughout the year. Most Y11 students have a mentor. Y11 have weekly assemblies dedicated to their futures. Talks around raising aspirations, motivational speakers, information about labour market are made available. Weekly job opportunities are posted on the screen or emailed directly to individuals and displayed on noticeboards.

What concepts will pupils understand by the end of Year 9? (relates to our aims)

Students will begin to practice the range of employability skills:

1. **Communication and interpersonal skills**
2. **Problem Solving skills**
3. **Using initiative and being self-motivated**
4. **Working under pressure and to deadlines**
5. **Organisational skills**
6. **Team working**
7. **Ability to learn and adapt**
8. **Numeracy**

What concepts will pupils understand by the end of Year 11? (relates to our aims)

Students will apply and be secure in using the range of employability skills:

1. **Communication and interpersonal skills** (The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions).
2. **Problem Solving skills** (The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task)

**9. Valuing diversity and difference**

**10. Negotiation skills**

Additionally:

- 11. Awareness & exploration of careers ideas;
- 12. Starting to link learning to careers in all subjects
- 13. encounters with employers;
- 14. Beginning to develop resilience
- 15. Beginning to develop Independence
- 16. Developing research skills
- 17. Character building

**3. Using initiative and being self-motivated** (Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things)

**4. Working under pressure and to deadlines** (Handling stress that comes with deadlines and ensuring that you meet them)

**5. Organisational skills** (Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline).

**6. Team working** (Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal).

**7. Ability to learn and adapt** (To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer).

**8. Numeracy** (The ability to use data and mathematics to support evidence or demonstrate a point).

**9. Valuing diversity and difference** (Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals).

**10. Negotiation skills** (To take on board other people's feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome).

Additionally:

- 11. Awareness, exploration and preparation and experience of of careers ideas;
- 12. Link learning to careers in all subjects
- 13. encounters with employers;
- 14. Financial awareness
- 15. Resilience
- 16. Independence
- 17. Developing research skills, analytical skills, ability to distinguish a pathway within a career (e.g NHS)
- 18. Character building
- 19. Defining who you want to become through your actions and choices

What will pupils be able to do by the end of Y9?

What will pupils be able to do by the end of Y11?

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<ul style="list-style-type: none"> <li>• Make decisions around career activities and choices based on the activities undertaken over three years;</li> <li>• Start to understand their own employability skills and be able to identify their developing strengths;</li> <li>• Make option choices in relation to local market information and current career aspirations;</li> <li>• Start to understand their personal employability skills and enterprise capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Make informed decisions about future courses and employment opportunities based on a sound understanding of careers information, advice and guidance;</li> <li>• Make informed decisions based on their understanding of themselves as regards employability and enterprise skills; Apply the information and skills gained during the careers programme;</li> <li>• Explain career choices based around local market information and post 16 choices</li> <li>• Manage their own career development, employability and enterprise skills</li> </ul>
<p>What will pupils know by the end of Year 9?</p> <ul style="list-style-type: none"> <li>• How to use information to make option choices for KS4 with guidance from staff, parents etc;</li> <li>• About a developing range of careers and what each entails, linked to personality traits, working conditions etc;</li> <li>• About employability skills and which they are personally developing strengths in</li> </ul>	<p>What will pupils know by the end of Year 11?</p> <ul style="list-style-type: none"> <li>• How to use the information gathered through careers to make decisions as to post 16 choices;</li> <li>• About a range of career pathways and careers available locally in the world of work;</li> <li>• What their strengths and weaknesses are in relation to employability and enterprise skills and how to manage these going forward</li> </ul>
<p>Gaps in cultural knowledge that we may need to address:</p> <ul style="list-style-type: none"> <li>• Some pupils will be unfamiliar with which career pathway they currently wish to follow</li> <li>• Some pupils will be unable without support to identify their employability skills</li> <li>• Some pupils will lack the aspirations to be ambitious for post 16</li> <li>• Some pupils will struggle to overcome gender stereotyping within careers</li> <li>• Struggle to recognise opportunities outside of their immediate locality through family tradition/expectations etc</li> <li>• Lack of understanding/ambition of the global market (Europe and beyond)</li> </ul>	<p>Gaps in cultural knowledge that we may need to address:</p> <ul style="list-style-type: none"> <li>• Some pupils will be unfamiliar with their future specific career</li> <li>• Some pupils will be less familiar with the possible routes their prospective career can take them nationally and internationally</li> <li>•</li> </ul>
<p>Aspects of Personal Development incl SMSC, BV, PHSE, RSE, Finance etc that we will address:</p>	<p>Aspects of Personal Development incl SMSC, BV, PHSE, RSE, Finance etc that we will address:</p> <p><b>Spiritual: <i>exploring beliefs and experiences; respecting values; discovering oneself and the surrounding world; using imagination and creativity; reflection.</i></b></p>

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**Spiritual:** *exploring beliefs and experiences; respecting values; discovering oneself and the surrounding world; using imagination and creativity; reflection.*

Students will have some experience through Step Up days of employers (EC/EA) and a small number of guests within assemblies and subject lessons. Y9 will have engagement with NLC Roadshow. Some will have bespoke experience of Health Academy, Heta. Y8 girls will experience WiME event.

**Moral:** *recognising right and wrong; understanding consequences; investigating moral and ethical issues; offering reasoned views.*

Y9 options explores reasons behind course choices for KS4. Begin to explore equality through job choices (gender stereotyping). We consider Fair Trade as part of the careers/PSHE programme.

**Social:** *using social skills in different contexts; working well with others; resolving conflicts; understanding how communities work.*

Team work activities in Y8 & 9 employability; agreeing on job ladders; employer engagement through Step up days; Y9 Roadshow;

**Cultural:** *appreciating cultural influences; participating in cultural opportunities; understanding, accepting, respecting and celebrating diversity.*

WiME; gender stereotyping activities; free option choice Y9; Steps to Success programme; Children's university activities and graduation;

Students will have bespoke sessions from employers and providers through BMS, assembly programme, Step Up day interviews and guests (inspirational speakers, Bight Futures, Exams Made Easy etc) Taster days at colleges. Provider assemblies through Y10 & Y11. Some will experience careers fair and I care conferences. Students will experience work experience in Y10. Problem solving activities are part of the step up day programme.

**Moral:** *recognising right and wrong; understanding consequences; investigating moral and ethical issues; offering reasoned views.*

Y10 we consider employment law and the rights through trade unions and equality of opportunity. Students begin to justify their career choices and offer reasons why they have chosen these. BMS programme looks at myth busting around gender stereotype job roles and preparation for work experience.

**Social:** *using social skills in different contexts; working well with others; resolving conflicts; understanding how communities work.*

'mock' interviews; employer taster days and engagements; group work activities through step up days; BMS programme introduces students in Y10 to companies and their work communities; Y10 work experience; Y11 interviews.

**Cultural:** *appreciating cultural influences; participating in cultural opportunities; understanding, accepting, respecting and celebrating diversity.*

Y10 work experience; WiME; encouraging males into NHS events; Y10 university visit; Steps to Success programme;

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<p><b>FBV: <i>democracy, the rule of law, individual liberty and mutual respect and tolerance.</i></b></p>	<p><b>FBV: <i>democracy, the rule of law, individual liberty and mutual respect and tolerance.</i></b> Health and safety preparation for Y10 work experience;</p>
<p>Links to the world of work/employer engagement:</p> <ul style="list-style-type: none"> <li>• Implicit in all aspects of the course</li> </ul>	<p>Links to the world of work/employer engagement:</p> <ul style="list-style-type: none"> <li>• Implicit in all aspects of the course</li> </ul>
<p>Links to other subjects (concepts and vocabulary):</p> <ul style="list-style-type: none"> <li>• B4</li> </ul>	<p>Links to other subjects (concepts and vocabulary):</p> <ul style="list-style-type: none"> <li>•</li> </ul>

### Curriculum by Gatsby Benchmarks

Benchmark	Intent	Implementation	Impact
<p>1 A Stable Career programme (see toolkit 1)</p>	<p>Strategy published on website for staff, parents, pupils and community and supported by all. Fully embedded comprehensive programme of activities as a core option and additional bespoke programme as identified for school improvement and individuals as opportunities arise.</p>	<p>Step up days; staff CPD; additional bespoke activities for target students; resources for all subjects; regular write ups of activities on website and facebook; subjects drive folder for staff; activities released as appropriate for form time (advent calendar, enterprise challenge) Staff updates and CPD for subject leaders to inform embedding within curriculum in all subjects; L6 training for career Leader; purchase on impartial advice through SLA.</p>	<p>Staff confident they have up to date information from a L6 adviser; parents and students kept thoroughly informed of programme with regular updates; staff confident they can support students in their future decision making as they have up to date information; students able to access a range of activities to develop their knowledge, skills and understanding. Students NEET figures remain better than national; students achieve successful progressions at post 16 &amp; 18; students' confidence as measured through Future skills survey shows marked increase from baseline. Positive impact upon Adolescent Lifestyle survey. See published strategy on website.</p>
<p>2 Learning from career and labour market information (see toolkit 2)</p>	<p>Ensure wider understanding of growth industry within the local area; promote employment opportunities locally and promote the wider</p>	<p>Publish LMI from Tina Jenkinson monthly; work with colleges and local business on local needs; use data to support promotion of key local industry (WiME etc) work with local companies to</p>	<p>Pupils make informed choices for option subjects at y9 based on informed understanding of the local climate for employment v their personal aspirations. Students have access to insights into careers from local business and partnerships; blogs and insights shared; guest speakers;</p>

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	implications of career choices as regards social mobility; ensure research skills to enable students to explore careers	develop interest in their career possibilities – Acis; Heta; etc	engage staff on LMI information; real life alumni case studies etc
3 Addressing the needs of each pupil (see toolkit 3)	Each child has their minimum statutory entitlement to impartial careers advice and guidance from a qualified L6 adviser Use a range of data to plan activities to meet individual needs Use of compass+ to monitor engagement in careers and plan accordingly; developing employability needs through the IAG programme from Y7-11	1 to 1 appointments Termly programme of careers events available Key discussions with pastoral staff to develop bespoke packages (e.g. CBT programme) See published programme	Student individual needs are met Positive impact upon individual future skills results Compass+ results show 100% meet all 8 benchmarks Data tracked effectively from Y7-Y14 Positive destinations
4 Linking curriculum learning to careers (see toolkit 4)	SOW re-written and contain IAG links with the real world. Subject leaders CPD with L6 adviser to update and train them in relevant aspects of careers within their learning area	Some units are explicitly linked to careers and visits; others form part of starters; visual displays support;	Staff email IAG content and teaching group information and this is mapped on compass+ Work streams developed for subjects using virtual and real life blogs etc
5 Encounters with employers and employees (see toolkit 5)	Vast array of opportunities for encounters with guests, visitors, places of work; development of real and virtual experiences; sustained relationships with a multitude of employers to support and develop our provision;	See detailed Step-Up day programme and action plan for the year; core and bespoke programmes for individuals and groups	Student encounters exceed comfortably the minimum requirements; encounters are meaningful and interactive as far as possible (careful attention to preparation and follow up) all encounters provision mapped on compass+ Positive relationship with enterprise advisor

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6 Experiences of workplaces (see toolkit 6)	Work experience to become part of the annual career programme for Y10. 2020 saw Y10 doing some virtual work experience due to Covid; opportunities to work shadow and engage in employer activity through Career day (05.03.20); self-canvassing of work placement and a full programme to prepare students.	Step up days and specific work-related activities in preparation, including 'Building my skills' programme	Focus on employability skills as work experience rather than the job specific experience; structured post work experience reflection; focus on quality of experiences and evaluation.
7 Encounters with further and higher education (see toolkit 7)	Y7&8 Children's university activities and graduation; post 16 preparation from Y9 with local colleges and universities (Hull; BGU' Lincoln)	Step up day input from colleges (multiple) from range of courses to taster sessions to visits and tours and use of facilities etc Programme of careers involvement is o-going throughout the time and exceeds the benchmark	Every student exceeds the requirements of this benchmark and make informed decisions based on their vast experience of such activities.
8 Personal guidance (See toolkit 8)	Careers discussions are ongoing throughout a student's time at school Every child entitlement to impartial careers guidance from Ruth Henderson	Regular weekly slots for Ruth to meet students; recording of action plan on compass+ to ensure record of discussions; guidance discussions with NLC, JLC, Grimsby, Lincoln & UTC. Joined thinking between pastoral and linked to careers conversations	Every student gets their entitlement; in addition, guidance meetings with representatives from local colleges who adhere to our ethos of promoting the best advice for the individual and not a 'bums on seats' mentality. Careers advisers work collaboratively with school to plan and deliver input to meet individual needs and support is varied according to need.

**Step Up Day Programme from September 2019 covering Relationships and Sex Education (RSE), Citizenship (Cz), Personal, Social, Health and Economic Education (PSHE). Additionally, the Careers programme is incorporated into the Step-Up day programme, assemblies, tutor time and curriculum time as appropriate.**

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<b>Literacy Keywords: see keywords and definitions in admin folder (to be referred to when defining key terms in all lessons)</b>	
<b>Range and Content / topic</b>	<b>Learning Objectives and Learning Outcomes</b>
<p><b>Ground rules</b>  <b>How will we work together?</b>                      Establishing class or group agreement</p> <p>Opportunity for students step out during any session with 'sensitive' content</p>	<p>Negotiate ways of working together: ground rules                      Consider your personal qualities, skills and achievements</p>
<p><b>What should the ground rules be</b>                      (these to be established each time an RSE topic is delivered) (see poster)</p>	<p><b>Confidentiality; listen; respect; no question is silly; mobiles off; non-judgemental; can leave if something overwhelms someone;</b></p>

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<b>Y7 Programme of Study</b>		
<b>Year 7 Day 1</b>		
<b>Lesson</b>	<b>Intended Learning outcomes and area of study</b>	<b>POS</b>
L1 Safety online (RSE)	<ul style="list-style-type: none"> <li>• Online risks, incl. material provided to others being shared online and difficulties of removing potentially compromising material placed online</li> <li>• Not to provide material to others they don't want to share and not to share personal material</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That sharing and viewing indecent images of children (incl. those created by children) is against the law</li> <li>• How information and data is generated, collected, shared and used online</li> <li>• To include CEOP and people in and out of school for support (and explain how the support actually works – ie what happens when you ask for or go online for help)</li> <li>• Inappropriate use of mobile phones can contribute to accidents</li> </ul>	RSE - Online & media; H21
L2 Healthy relationship online (RSE)	<ul style="list-style-type: none"> <li>• Students will understand the key components of a healthy relationship online.</li> <li>• Students will recognise the signs of an unhealthy relationship online.</li> <li>• Students will explore misconceptions about what is 'normal' behaviour in healthy relationships online.</li> <li>• Students will know where to go for help and advice on healthy Relationships.</li> </ul>	RSE - Online & media; Being safe
L3 Healthy Lifestyles	<ul style="list-style-type: none"> <li>• the characteristics and evidence of what constitutes a healthy lifestyle,</li> <li>• maintaining a healthy weight, healthy eating,</li> <li>• including the links between an inactive lifestyle and ill health,</li> <li>• including tooth decay, cancer and cardio-vascular ill-health.</li> <li>• Including lack of sleep, smoking, alcohol etc, exercise Y7. (link to Healthy eating 1)</li> <li>• The benefits of physical activity and exercise and the importance of sleep</li> <li>• Recognise and manage what influences their choices about exercise</li> </ul>	H13; H14
L4 Healthy Eating	<ul style="list-style-type: none"> <li>• lessons to be delivered by Chartwell's to make a simple healthy snack to complement the lesson above on healthy lifestyles.</li> </ul>	H16; H17

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	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay etc. Y7 (link to healthy lifestyle 1)</li> <li>• balanced diet and its benefits (incl. risks associated with obesity and dieting)</li> <li>• influences on eating a balanced diet</li> </ul>	
L5 Health & Prevention	<ul style="list-style-type: none"> <li>• personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection and about antibiotics;</li> <li>• dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> </ul> <p>Y7 (school nurse to back up for an assembly or as part of the step up day)</p>	
<b>Year 7 Day 2</b>		
L1 Introduction to RSE	<ul style="list-style-type: none"> <li>• Recap on puberty: key facts about puberty and the changing adolescent body and menstrual wellbeing; the main changes which take place in males and females, and the implications for emotional and physical health. (these are statutory so no child is to be withdrawn from this section)</li> <li>• Different types of committed stable relationships;</li> <li>• Characteristics of positive and healthy friendships (on and offline) incl. trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non sexual) types of relationships;</li> <li>• In school and wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, incl. people in positions of authority</li> <li>• Understand that males and females may have body image concerns and how this can impact on confidence and self-esteem</li> </ul>	RSE – Respectful relationships, including friendships; Health & well-being
L2 British Values (Cz)	<ul style="list-style-type: none"> <li>• To recognise your own personal values.</li> <li>• To understand what British values are (different from British traditions)</li> <li>• <b>Outcomes</b></li> <li>• You will start to understand what British values are</li> <li>• You will know your target citizenship level and try to achieve it, if not higher</li> <li>• “Respect laws, the elected political structures, traditional values of mutual tolerance and respect for rights and mutual concern”</li> </ul>	Cz KS3 precious liberties; public institutions

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	<ul style="list-style-type: none"> <li>• “Share in the history and culture of an island nation with a character by many different peoples over more than two thousand years”</li> <li>• “To be part of a modern democracy, one with a tradition of sharing our ways with the world – and allowing the world to bring its ways to us”</li> <li>• “ Not necessarily be born here but to follow the rules that Britain lays down and act more British.”</li> </ul>	
L3 Samaritans	<ul style="list-style-type: none"> <li>• Emotional health – how feelings can affect us;</li> <li>• the value of talking about your feelings;</li> <li>• passive and active listening;</li> <li>• Where (and how) to access help and support</li> </ul>	
L4 Mental well-being	<ul style="list-style-type: none"> <li>• How to recognise the early signs of mental wellbeing issues incl. where to go for help</li> <li>• Common types of mental ill health (anxiety, body image (delivered in RSE), OCD) early KS3 how to recognise the early signs of mental wellbeing issues.</li> <li>• the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. KS3 – early Y7 and link to Children’s University</li> <li>• Talk through what happens if you go for help and importance of telling someone.</li> </ul>	
L5 Healthy Relationships (RSE)	<ul style="list-style-type: none"> <li>• Understand some of the qualities which are important to friendship</li> <li>• Understand how relationships change and vary at different ages</li> <li>• Understand possible differences in the ways in which boys and girls view relationships</li> <li>• The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement</li> <li>• Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex – including civil partnerships</li> <li>• the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities</li> </ul>	RSE – families; respectful relationships, including friendships; intimate and sexual relationships, incl. sexual health;
<b>Year 7 Day 3</b>		

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L1 Exposed (RSE)	<ul style="list-style-type: none"> <li>• Understand what sexting is</li> <li>• How to increase your privacy on your mobile phone and on social networking sites</li> <li>• Inappropriate use of mobiles can contribute to accidents</li> <li>• How to report an incident</li> <li>• What happens when you report an incident</li> </ul>	RSE – Online & media; H21
L2 Mental well-being 2 (RSE)	<b>To be agreed by K Ashwood</b>	
L3 Friend or Foe (RSE)	<ul style="list-style-type: none"> <li>• Different types of committed stable relationships;</li> <li>• How to determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe and how to seek help or advice, incl. reporting concerns about others if needed.</li> <li>• Characteristics of positive and healthy friendships (on and offline) incl. trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non sexual) types of relationships;</li> <li>• In school and wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others’ beliefs, incl. people in positions of authority</li> <li>• Different types of bullying (incl. cyberbullying) the impact, responsibilities of bystanders to report; how and where to get help</li> <li>• All aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and well-being</li> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships</li> </ul>	RSE – families; intimate and sexual relationships, incl. sexual health; health & well-being
L4 Litter and looking after the Environment (needs adapting to KS3 and adding of litter and fashion)	<ul style="list-style-type: none"> <li>• Understand what climate change is – who is responsible and who is affected</li> <li>• How to adapt to climate change</li> <li>• Taking action</li> <li>• Understand the consequences of litter on the environment</li> <li>• Understand the sustainability issues of the fashion industry</li> </ul>	

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L5 Prejudice, diversity & tolerance (work to do)	<ul style="list-style-type: none"> <li>• Understand the diversity of people and each have our own beliefs and values</li> <li>• Be able to avoid judging a book by its cover</li> <li>• Understand issues around discrimination – gender, racial, disability, appearance</li> <li>• Understand the laws relating to the above</li> </ul>	Cz KS3 precious liberties; public institutions; nature of rules and law
<b>Year 7 Day 4 (Careers)</b>		
L1 Job Ladder	<ul style="list-style-type: none"> <li>• Explore a variety of jobs and their salaries and the reasons why you might chose such a role</li> <li>• Explore a range of different possible careers</li> </ul>	
L2 The Ideal Job	<ul style="list-style-type: none"> <li>• Explore the working conditions of different types of jobs and recognise each job suits different people</li> <li>• Understand the different routes and pathways available to youngsters at 16/18 and beyond</li> <li>• Understand what an apprenticeship is and how each route links to salary potential</li> </ul>	
L3 Tax & Budgeting	<ul style="list-style-type: none"> <li>• understand why the government needs money, to pay for the goods and services that benefit society</li> <li>• be able to identify taxes as an essential source of the money the government spends, to pay for the things we all need and use</li> <li>• appreciate that, through taxation, we are all helping to pay for the things that are important to our families, local communities and country</li> <li>• recognise that children also pay a small amount of tax when they buy items that include Value Added Tax (VAT) in the price.</li> </ul>	
L4 Buzz Quiz & icould	<ul style="list-style-type: none"> <li>• Understand the link between personality and jobs people chose to do</li> <li>• Develop an understanding of your own personality type and relate this to a potential career</li> <li>• Opportunity to explore a possible career including LMI, salary, qualification, day to day typical responsibilities</li> </ul>	
L5 Employability	<ul style="list-style-type: none"> <li>• Understand what is meant by the term employability</li> <li>• Understand how you can develop employability skills in aspects of your life</li> <li>• Identify skills valued by employers</li> <li>• Reflect on your own skills audit and identify your own transferrable skills</li> </ul>	
L6 Team Logo	<ul style="list-style-type: none"> <li>• Understand your own logo can reflect positively (or otherwise) how you are seen</li> <li>• Understand how this links to the way others see you</li> </ul>	

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	<ul style="list-style-type: none"> <li>Understand which employability skills best describe you as an individual or as a group</li> </ul>	
<b>Year 7 Day 5</b>		
L1 Assessing & managing risk	<ul style="list-style-type: none"> <li>recognising and understanding risk;</li> <li>considering ways to manage risk as safely as possible;</li> <li>know where to go for help if needed.</li> </ul> <p>This is relevant to age group. Types of risk are as follows: seatbelts, sleep; not taking exercise; money, laws; safety; health risks etc Y7 Term 3 Y7</p>	
L2 Sun Safety	<ul style="list-style-type: none"> <li>To learn how to protect myself in the sun</li> <li>To understand why I should protect myself in the sun</li> </ul>	H23
L3 Dealing with accidents and emergencies	<ul style="list-style-type: none"> <li>to consider why it is important to learn first aid</li> <li>why their own safety must come first</li> <li>how to assess if a person is unconscious</li> <li>how to help someone who is unconscious and breathing</li> <li>what to say and do if they make an emergency call</li> </ul>	H22
L4 CPR & Lifesaving	<ul style="list-style-type: none"> <li>Discuss the thoughts and feelings of someone who does not intervene in a first aid emergency.</li> <li>Identify what barriers there might be to helping and the solutions to overcome these.</li> <li>Gain confidence and increase their ability to help someone who is unresponsive and not breathing.</li> <li>Practise the process of getting 999 help in a medical emergency.</li> </ul>	H22
L5 Keeping Safe – road, rail etc	<ul style="list-style-type: none"> <li>describe a range of feelings associated with being out and about with more freedom as they get older</li> <li>can discuss how individuals and groups can be stereotyped which is not always a true reflection of their character</li> <li>can begin to identify risks and risky behaviour out and about in the local environment</li> <li>know and understand the consequences of anti-social behaviour</li> <li>can describe possible ways to resist peer pressure</li> <li>understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety</li> </ul>	H23
<b>Year 7 Day 6</b>		

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L1 Prejudice and women	<ul style="list-style-type: none"> <li>• understand and be able to discuss the term prejudice and recognise situations where prejudice is evident</li> <li>• discuss the laws around prejudice and discrimination with particular emphasis on women and historical issues.</li> <li>• Consider cultural differences in roles of men and women</li> </ul>	
L2 Disability awareness	<ul style="list-style-type: none"> <li>• understand and discuss attitudes to various forms of disability</li> <li>• know the laws and rights of disabled people</li> <li>• consider and experience forms of disability in a practical setting</li> </ul>	
L3 Exam preparation	<ul style="list-style-type: none"> <li>• understand individual learning styles and techniques appropriate to these</li> <li>• develop strategies to make revision more effective</li> </ul>	
L4 Reflecting on the year (Tim Corlett)	<ul style="list-style-type: none"> <li>• Start to understand what motivates you and understand your own personal strengths and weaknesses</li> </ul>	
L5 Future skills audit	<ul style="list-style-type: none"> <li>• Reflect upon skills individuals are developing in terms of personal effectiveness, how they are changing; employability; career readiness</li> </ul>	

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<b>Y8 Programme of Study</b>		
<b>Year 8 Day 1</b>		
<b>Lesson</b>	<b>Intended Learning outcomes and area of study</b>	
L1 Gender stereotyping & homophobia	<ul style="list-style-type: none"> <li>To challenge attitudes, values and outlooks towards people who are gay and lesbian</li> <li>To understand that Homophobic bullying is motivated by prejudice towards lesbians, gays or bisexual people or against those THOUGHT TO BE lesbians, gays or bisexual; Homophobic bullying can cause lasting damage to self-esteem, wellbeing and happiness of those bullied; It is the 2<sup>nd</sup> most common form of bullying in schools after bullying about weight</li> </ul>	RSE – respectful relationships;
L2 Homophobia & attitudes	<ul style="list-style-type: none"> <li>To challenge your attitudes, values and outlooks towards people who may be sexually different from you!</li> </ul>	RSE – respectful relationships;
L3 FIT 3 LGBT	<ul style="list-style-type: none"> <li>To challenge your attitudes, values and outlooks towards people who are gay and lesbian, transsexual, homosexual or bisexual</li> </ul>	RSE – respectful relationships;
L4 HATE crime	<ul style="list-style-type: none"> <li>What British values are and what a hate crime is (both minor and extreme)</li> <li>-Possible consequences of committing a hate crime</li> <li>-Understood how people who are victims of hate crimes may <b>feel</b></li> </ul>	Cz KS3 precious liberties; public institutions; nature of rules and law
L5 Gaming	<ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: how people may curate a specific image of their life online, over-reliance on online relationships including social media (phone/internet addiction), - how to identify harmful behaviours online including and how to report, or find support, if they have been affected by those behaviours</li> <li>how the media portrays young people; to recognise its possible impact on body image and health issues</li> </ul>	H18
<b>Year 8 Day 2</b>		
L1 Consent	<ul style="list-style-type: none"> <li>What constitutes sexual harassment and sexual violence and why these are unacceptable</li> <li>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships</li> </ul>	RSE – respectful relationships; online &

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	<ul style="list-style-type: none"> <li>Recognise the characteristics &amp; positive aspects of healthy one-to-one intimate relationships, incl. mutual respect, consent, loyalty, trust, shared, interests and outlook, sex and friendships</li> <li>Range of strategies for identifying and managing sexual pressure, incl. understanding peer pressure, resisting pressure and not pressurising others</li> <li>Some types of behaviour in relationships are criminal, incl. violent behaviour and coercive control</li> </ul>	media; being safe
L2 Pornography	<ul style="list-style-type: none"> <li>Students will understand that pornography can show a stereotypical portrayal of relationships, bodies, gender and sex.</li> <li>Students will discuss and develop strategies for resisting pressure to view pornography.</li> <li>Students will know where they can go to find reliable information</li> <li>about sex and relationships.</li> </ul>	RSE – respectful relationships; intimate & sexual relationships, incl. sexual health
L3 Body Image	<ul style="list-style-type: none"> <li>Students can identify where the pressures to look a certain way online comes from.</li> <li>Students can make comparisons between what is considered the ‘ideal’ body image online and the actual reality.</li> <li>Students can propose effective strategies to help young people develop a healthy and positive attitude towards their body image.</li> <li>Students will know where they can go for advice and support with body image concerns.</li> <li>How the media portrays young people and a positive sense of self</li> </ul>	RSE – health & wellbeing; H18; H19
L4 Running away	<ul style="list-style-type: none"> <li>Discuss what do we mean by running away.</li> <li>Think about the reasons some people run away from home.</li> <li>Talk about the risks of running away and if it is safe to run away from home.</li> <li>Identify safe people.</li> <li>Ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations</li> </ul>	H20
L5 Mental well-being1	<ul style="list-style-type: none"> <li>Understanding types of mental ill health (dealing with anxiety) and strategies for coping.</li> <li>Correctly identify ways we can practise mindfulness and ways mindfulness can help our mental health</li> <li>Describe in detail ways for us to detail positively with anxiety and stress through practising mindfulness</li> <li>Explain the benefits of ‘doing nothing’ living in the now and doing one thing at a time</li> </ul>	
L6 Vaccinations	<ul style="list-style-type: none"> <li>Understand what vaccinations are and why we need them</li> </ul>	H10; H32

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	<ul style="list-style-type: none"> <li>• Look at the history of vaccinations</li> <li>• Understand how vaccines work</li> <li>• Consider issues around vaccinations: herd immunity; safety; preventable diseases</li> <li>• Understand the school vaccines available in the UK</li> <li>• Cancer and cancer prevention</li> </ul>	
<b>Year 8 Day 3</b>		
L1 Fair Trade	<ul style="list-style-type: none"> <li>• understand what Fairtrade is</li> <li>• understand how the wages people earn affect their survival and lifestyle.</li> <li>• consider, when possible, buying fair trade products even though they may be slightly more expensive.</li> </ul>	
L2 Building my skills	<ul style="list-style-type: none"> <li>• a greater understanding of the importance of good attendance for school and the work place</li> <li>• a greater understanding of the importance of good punctuality for school and the work place</li> <li>• develop understanding of the skills and qualities employers are looking for</li> </ul>	
L3 Team work challenge	<ul style="list-style-type: none"> <li>• develop team building skills and demonstrate the ability to communicate, listen and follow instructions</li> </ul>	
L4 LMI	<ul style="list-style-type: none"> <li>• a clearer understanding of what LMI is and why it may be helpful when considering future jobs</li> <li>• know which job sectors are growing in our area and where to find this information</li> </ul>	
L5 Jobs & future planning (Tim Corlett)	<ul style="list-style-type: none"> <li>• All to list personal skills and qualities and when you have used them</li> <li>• Identify the personal skills and qualities required for a range of jobs</li> <li>• Planning for the future through action planning</li> </ul>	
L6 Healthy Eating (Chartwell)	<ul style="list-style-type: none"> <li>• What constitutes a balance diet and its benefits (incl. risks associated with obesity and dieting)</li> <li>• What might influence their decisions about eating a balanced diet</li> </ul>	<b>H16; H17</b>
<b>Year 8 Day 4</b>		
L1 Building on the Basics (RSE)	<ul style="list-style-type: none"> <li>• Characteristics of positive and healthy friendships (on and offline) incl. trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non sexual) types of relationships;</li> <li>• In school and wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, incl. people in positions of authority</li> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships</li> <li>• They have a choice to delay sex or to enjoy intimacy without sex</li> <li>• Different types of committed stable relationships;</li> </ul>	RSE – respectful relationships; online & media; being safe; families

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	<ul style="list-style-type: none"> <li>• How to determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe and how to seek help or advice, incl. reporting concerns about others if needed</li> </ul>	
L2 Exploitation and Abuse	<ul style="list-style-type: none"> <li>• What is DV and how does it affect people</li> <li>• Feelings for victims and offenders</li> <li>• Strategies for dealing with forms of abuse</li> </ul>	RSE – respectful relationships;
L3 Enterprise Chocoholics1	<ul style="list-style-type: none"> <li>• how the economy functions, including the role of business’</li> <li>• express, justify and defend orally and in writing, a personal opinion on issues, problems or events.</li> </ul>	
L4 Enterprise Chocoholics 2	<ul style="list-style-type: none"> <li>• how the economy functions, including the role of business’</li> <li>• express, justify and defend orally and in writing, a personal opinion on issues, problems or events.</li> </ul>	
L5 Mental well-being 2	<ul style="list-style-type: none"> <li>• Common types of mental ill-health, building self esteem</li> <li>• Correctly identify ways students can help their self-esteem to improve and describe which piece of advice fits each case study.</li> <li>• Explain how a person could directly apply your advice to their personal situation using detailed examples.</li> <li>• Analyse the root cause of each persons self esteem and which piece of advice would be most and least useful to them explaining why you think this.</li> </ul>	
<b>Year 8 Day 5</b>		
L1 Developing Feelings (RSE)	<ul style="list-style-type: none"> <li>• Different types of committed stable relationships;</li> <li>• How these relationships might contribute to human happiness and their importance in bringing up children; Marriage and civil partnerships (incl. legal rights and protections not given to those cohabiting or who are married in an unregistered religious ceremony);</li> <li>• Marriage as an important relationship choice - how must be freely entered into;</li> <li>• Characteristics and legal status of other types of long-term relationships;</li> <li>• Roles and responsibilities of parents with respect to the raising of children;</li> <li>• How to determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe and how to seek help or advice, incl. reporting concerns about others if needed.</li> <li>• All aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and well-being</li> </ul>	RSE – respectful relationships; online & media; being safe; families

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L2 Fire Safety Talk (Kieran Garner)	<ul style="list-style-type: none"> <li>To understand the dangers of fire and typical hazards</li> <li>Ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations</li> </ul>	H20
L3 Alcohol	<ul style="list-style-type: none"> <li>Describe the reasons why people drink alcohol and the impact it can have</li> <li>Identify and assess the risks of underage drinking</li> <li>Suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support.</li> <li>Positive and negative roles played by alcohol</li> </ul>	H24; H27; H28; H31
L4 Anti-social behaviour	<ul style="list-style-type: none"> <li>Correctly identify anti-social behaviour and common consequences for the victim and the perpetrator.</li> <li>Describe what constitutes antisocial behaviour and both the long and short term consequences for victims and perpetrators.</li> <li>Explain why people commit anti-social behaviour and the legal ramifications for teens who continuously commit anti-social acts.</li> </ul>	Cz KS3 precious liberties; public institutions; nature of rules and law
L5 Bullying v Banter	<ul style="list-style-type: none"> <li>Identify whether the situations are 'banter' or bullying.</li> <li>Describe the consequences of 'banter' and how we can tell when banter turns to bullying.</li> <li>Explain the difference between banter and bullying and why you believe each situation falls into that particular category.</li> </ul>	
<b>Year 8 Day 6</b>		
L1 Cancer	<ul style="list-style-type: none"> <li>The HPV vaccine protects girls and boys against HPV which can cause some cancers later in life, such as cervical cancer, some mouth and throat cancers and some cancers of the anus and genital areas.</li> <li>The HPV vaccine is offered to girls and boys in England, Northern Ireland and Wales aged 12-13, or 11-13 in Scotland, from this school year beginning 2019.</li> <li>Having the HPV vaccine is mine and my parent's choice.</li> <li>Screening is currently only available for women as it looks at cell changes in the cervix to see if there is a cancer risk.</li> <li>About cancer and prevention, incl. healthy lifestyles, self examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices</li> </ul>	H32
L2 Change	<ul style="list-style-type: none"> <li>identify changes and transitions that can take place during adolescence</li> <li>describe the impact that change can have</li> <li>explain different ways of managing change and where to seek support</li> </ul>	H8

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	<ul style="list-style-type: none"> <li>• Cultural change - FGM</li> </ul>	
L3 Children's University	<ul style="list-style-type: none"> <li>• To review and reflect on Children's university activities and opportunities</li> <li>• Plan future activities and visits</li> <li>• Plan for graduation</li> </ul>	
L4 tbc		
L5 Future Skills Audit	<ul style="list-style-type: none"> <li>• Measure initial impact of careers programme from the Y7 baseline and use this to inform future planning of activities</li> </ul>	

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Y9 Programme of Study		
Year 9 Day 1		
Lesson	Intended Learning outcomes and area of study	
L1 Sex your decisions (RSE)	<ul style="list-style-type: none"> <li>• Different types of committed stable relationships;</li> <li>• All aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and well-being</li> <li>• Range of strategies for identifying and managing sexual pressure, incl. understanding peer pressure, resisting pressure and not pressurising others</li> <li>• How to get further advice, incl. how and where to access confidential sexual and reproductive health advice and treatment</li> <li>• The use of contraception, condom, pill</li> </ul>	RSE – respectful relationships; online & media; being safe; families; intimate and sexual relationships, incl. sexual health; H11; H31
L2 What is expected (RSE)	<ul style="list-style-type: none"> <li>• What does society tell us about how to be a man or a woman?</li> <li>• How does gender become more complex as it intersects with other identities?</li> <li>• How can we choose how we “do” gender or even choose our gender?</li> <li>• How do we challenge the idea of there being masculine and feminine traits?</li> <li>• How does our gender dictate assumptions about our sexuality?</li> </ul>	RSE – respectful relationships; online & media; being safe; families; intimate and sexual relationships, incl. sexual health; H18; H19
L3 Infections & Protections (RSE)	<ul style="list-style-type: none"> <li>• STIs fact or fiction.</li> <li>• What are STIs and how do you know if you have one</li> </ul>	RSE – respectful relationships;

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	<ul style="list-style-type: none"> <li>• Know your symptoms – sort the cards into which STI they think they apply to, for an extension they can say if they think the symptoms affect men, women or both.</li> <li>• Process of getting tested and accessing support</li> <li>• Avoiding STIs</li> </ul>	intimate and sexual relationships, incl. sexual health; H11; H12; H31
L4 Tobacco & Vaping	<ul style="list-style-type: none"> <li>• Understand the short and long term effects of tobacco and vaping</li> <li>• Look at issues around why people smoke including addiction, peer pressure etc</li> <li>• Advice for those who want to support someone to stop (access to support)</li> <li>• Positive and negative role of alcohol in society</li> </ul>	H24; H31
L5 Drugs & Illegal drugs	<ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs (psychoactive substances (do not refer to them as legal highs!) and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions;</li> <li>• the law relating to the supply and possession of illegal substances. (Link this to future careers) Talk to Frank site. Do not cover heroin, cocaine etc</li> <li>• factual information about legal and illegal substances including alcohol, volatile substances, new psychoactive substances etc</li> <li>• the law relating to the supply, use and misuse of legal and illegal substances</li> <li>• strategies to manage different influences (including peer pressure) on their decisions (challenging perceptions, values and beliefs)</li> <li>• personal and social risks and consequences of substance use and misuse</li> <li>• risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’</li> </ul>	H24; H25; H26; H27; H28; H30
<b>Year 9 Day 2</b>		
L1 Body Image	<ul style="list-style-type: none"> <li>• Stereotypes (sex, gender, race, religion, sexual orientation or disability) can cause damage (e.g. normalising non-consensual behaviour and encouraging prejudice)</li> <li>• In school and wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others’ beliefs, incl. people in positions of authority</li> <li>• Legal rights and responsibilities regarding equality (Equality Act 2010) and everyone is unique and equal</li> <li>• The specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves and negatively affect how they behave towards sexual partners</li> <li>• Understand that males and females may have body image concerns and how this can impact on confidence and self-esteem</li> </ul>	RSE – respectful relationships; online & media; H18; H19

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	<ul style="list-style-type: none"> <li>Understand that images on people in media (advertising, magazines, TV, films and pornography etc) have unrealistic standards of beauty, achieved through plastic surgery and extensive airbrushing/photoshop, standards which are unattainable</li> <li>That the perception of the 'ideal' body shape is dictated by fashion and trends which can change rapidly</li> <li>Anybody regardless of body shape or appearance are able to have loving relationships both sexual and plutonic</li> </ul>	
L2 Emotional links to healthy eating (Chartwells)	<ul style="list-style-type: none"> <li>To establish understanding of the impact of food has upon mood</li> <li>To reflect on students eating habits and support healthier choices</li> <li>To discuss coping strategies for exams</li> <li>Balanced diet; what might influence their decision about eating a balanced diet</li> </ul>	H16; H17
L3 Political System 1 (Cz)& Political System 2	<ul style="list-style-type: none"> <li>The development of the political system of democratic government in the United Kingdom, including</li> <li>the roles of citizens,</li> <li>Parliament and the monarch;</li> <li>The operation of Parliament, including voting and</li> <li>elections, and the role of political parties</li> </ul>	Cz KS3 rules and law; political system
L5 Forms of harassment (RSE)	<ul style="list-style-type: none"> <li>Recognising, responding and reporting harassment</li> </ul>	RSE – respectful relationships;
L6 Prescription Drugs	<ul style="list-style-type: none"> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>Widen to cover acceptance of epilepsy, asthma, EpiPen, diabetes; severe allergies to insects; foods etc</li> <li>The safe use of prescribed and over the counter medicines</li> </ul>	H29
<b>Year 9 Day 3</b>		
L1 Inspirational speaker	<ul style="list-style-type: none"> <li>Raise aspirations and inspire students with their particular life story (dependant upon needs of the year group)</li> </ul>	
L2 Skills, qualities & personality	<ul style="list-style-type: none"> <li>list their personal skills and qualities and provide evidence of when they have used them</li> <li>identify the personal skills and qualities required for a range of jobs.</li> <li>Understand how personality relates to job sectors and explore what this means for them</li> </ul>	
L3 Gender stereotyping in work	<ul style="list-style-type: none"> <li>Understand the term stereotyping and how this relates to the job market</li> <li>Examine jobs that break the gender stereotype</li> </ul>	

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L4 Types of employment & the law	<ul style="list-style-type: none"> <li>Understand the types of employment and the laws related to them; working hours; health &amp; safety; labour market</li> </ul>	Cz KS3 rules and law;
L5 Employability	<ul style="list-style-type: none"> <li>Awareness of decision making and pathways; examining what a career is and how to plan for one</li> <li>Examine what employers are looking for in their workforce</li> <li>How to develop your employability skills (personal branding)</li> </ul>	
L6 Choice and influences on choice	<ul style="list-style-type: none"> <li>The possible effects of the influences identified – on career expectations, ideas and decisions plus areas such as self-image and self-confidence</li> <li>Strategies they could use to manage these influences</li> </ul>	
<b>Year 9 Day 4</b>		
L1 Exploited (RSE)	<ul style="list-style-type: none"> <li>Exploited helps young people learn to stay safe from sexual exploitation by recognising the signs.</li> <li>It educates young people to identify features of an exploitative friendship or relationship in contrast with the development of a healthy relationship, and gives them clear information about how to report abuse and access support.</li> </ul>	RSE – respectful relationships; online & media; being safe;
L2 Gambling	<ul style="list-style-type: none"> <li>Identify risks and understand how to make good decisions in risky situations, in particular as regards gambling</li> <li>Develop strategies to recognise and manage impulsive behaviour</li> <li>Recognise unhealthy behaviours in others and develop strategies to help them</li> <li>Understand the role and influence of advertising and develop socially responsible messages around gambling.</li> </ul>	Cz KS3 rules and law; functions and use of money
L3 Loss	<ul style="list-style-type: none"> <li>Be able to explain feelings experienced in bereavement</li> <li>Explore responses to bereavement</li> <li>Know how to support a bereaved person</li> </ul>	RSE – Respectful relationships
L4 Relationships – abusive control	<ul style="list-style-type: none"> <li>Students will understand healthy relationships and their rights and responsibilities in a relationship</li> <li>Students will be able to understand warning signs of an abusive relationship; Students will know where to go for help and to help others.</li> </ul>	RSE – respectful relationships; being safe; families;

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L5 Planet Porn (RSE)	<ul style="list-style-type: none"> <li>• Understand what porn is and isn't; be able to think critically about porn and how its context is different to that of the real world;</li> <li>• Engage youngsters in discussions around self-esteem, body image, sexual decision making, boundaries, sexual safety, sexuality</li> </ul>	RSE – respectful relationships; online & media; being safe; families; intimate and sexual relationships, incl. sexual health
L6 Food mood (Chartwells)		
<b>Year 9 Day 5</b>		
L1 The Future of work	<ul style="list-style-type: none"> <li>• Your life passport is the compounding effect of your actions and decisions</li> <li>• The better the passport the more opportunities will be available to you!</li> <li>• We can start building our passport now to set us up for the future</li> <li>• Understand how the <b>world of work</b> is <b>changing</b>.</li> <li>• Understand what <b>skills and knowledge</b> you are likely to need to be well prepared for this change.</li> <li>• Use this knowledge to think about <b>your educational choices and experiences</b>.</li> </ul>	
L2 Employability habits, motivation (Tim Corlett)	<ul style="list-style-type: none"> <li>• How do you define success?</li> <li>• What are 'Success' habits?</li> <li>• What are the changes we can make to achieve the success we want?</li> </ul>	
L3 Employability – Communication	<ul style="list-style-type: none"> <li>• Understand the importance of communication skills in the workplace</li> <li>• Develop communication skills in the work place setting through presentation</li> <li>• Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> </ul>	

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L4 Employability – problem solving	<ul style="list-style-type: none"> <li>• Develop pupils’ ability to work in a team to solve problems</li> <li>• Understand the importance of problem solving as a skill for employability</li> </ul>	
L5 Employability – presenting yourself	<ul style="list-style-type: none"> <li>• Understand the importance of personal branding in the workplace</li> <li>• Develop positive images of themselves through social media accounts</li> </ul>	
<b>Year 9 Day 6</b>		
L1 Mental well-being 1	<ul style="list-style-type: none"> <li>• the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;</li> <li>• where to go for help and what happens when you go for help (process)</li> <li>• recap on benefits of physical activity and the importance of sleep</li> <li>• the importance of, and strategies for, maintaining a balance between work, leisure and exercise</li> </ul>	H13; H15
L2 Mental well-being 2	<ul style="list-style-type: none"> <li>• the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it</li> </ul>	
L3 Preparing for transition to KS4	<ul style="list-style-type: none"> <li>• identify changes that might occur during the transition from key stage 3 to 4.</li> <li>• describe the range of opportunities and challenges young people might experience.</li> <li>• explain strategies to help manage these challenges.</li> </ul>	
L4 Future skills audit	<ul style="list-style-type: none"> <li>• Measure initial impact of careers programme from the Y7 baseline and use this to inform future planning of activities</li> </ul>	
L5 Catch up Terrorist/knife crime	<ul style="list-style-type: none"> <li>• What to do in a terrorist attack (nor directly about knife crime, although knives have often been used in terrorist attacks of late).</li> </ul>	Cz KS3 rules and law; political system
<b>Additional Topics for Key Stage 3 (to be interspersed according to need)</b>		
L1 Respect (Character education Army)	<ul style="list-style-type: none"> <li>• Give reasons why it is important to be tolerant of people with different views and ideas</li> <li>• Explain, using an example, how showing respect can help to diffuse tension and resolve conflict</li> <li>• Develop and justify a set of rules that have respect at their heart</li> </ul>	
L2 Integrity (Character education Army)	<ul style="list-style-type: none"> <li>• Describe what it means to act with integrity</li> <li>• Explain, giving examples, how to act with integrity when sharing limited supplies with others</li> <li>• Understand how integrity is important for learning and the school community</li> </ul>	

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	<ul style="list-style-type: none"> <li>•</li> </ul>	
L3 Resilience (Character education Army)	<ul style="list-style-type: none"> <li>• Explain what it means to be resilient</li> <li>• Describe what it can feel like when an unexpected setback occurs, and strategies to bounce back</li> <li>• Demonstrate resilience by completing a task under pressure</li> </ul>	
L4 Courage (Character education Army)	<ul style="list-style-type: none"> <li>• Explain, giving examples, what it means to act with courage</li> <li>• Use courage to suggest a resolution to a conflict</li> <li>• Understand how the value of courage can contribute to a more healthy society</li> </ul>	
L5 Compassion (Character education Army)	<ul style="list-style-type: none"> <li>• Explain, giving examples, what it means to act with compassion</li> <li>• Use compassion and empathy to suggest a resolution to a conflict</li> <li>• Understand how the value of compassion can contribute to a more healthy society</li> </ul>	
L6 use of money (Cz)	<ul style="list-style-type: none"> <li>• Understand the functions and uses of money, the importance and practice of budgeting, and managing risk</li> </ul>	

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<b>Y10 Programme of Study</b>		
<b>Year 10 Day 1</b>		
<b>Lesson</b>	<b>Intended Learning outcomes and area of study</b>	
L1 Governance (Cz)	<ul style="list-style-type: none"> <li>I will know about our government and election process</li> <li>I will know about the work of international organisations</li> <li>I will know about human rights</li> <li>UK's relations with the rest of Europe, the Commonwealth, the UN and the wider world</li> </ul>	Cz – parliamentary democracy; electoral systems; human rights
L2 Mates, mates, loves, hates (RSE)	<ul style="list-style-type: none"> <li>Different types of committed stable relationships;</li> <li>How to judge when a person is safe or not and how to seek help or advice, incl. reporting concerns about others if needed.</li> <li>Some types of behaviour in relationships are criminal, incl. violent behaviour and coercive control</li> <li>How people can actively communicate and recognise consent from others, incl. sexual consent, and how and when consent can be withdrawn (on and offline)</li> <li>All aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and well-being</li> <li>Range of strategies for identifying and managing sexual pressure, incl. understanding peer pressure, resisting pressure and not pressurising others</li> <li>Practical with condoms</li> <li>Take increases responsibility for maintaining and monitoring their own health</li> <li>How to protect themselves and others from infection</li> </ul>	RSE – respectful relationships; online & media; being safe; families; intimate and sexual relationships, incl. sexual health; H11; H7; H9
L3 Ups & downs of relationships (RSE)	<ul style="list-style-type: none"> <li>How to communicate effectively when managing conflict in relationships; How to identify when it is time to leave a relationship</li> <li>That sharing and viewing indecent images of children (incl. those created by children) is against the law (revenge porn following a break up)</li> <li>The seven stages of grief in a relationship breakdown or loss (bereavement); that they should look after and be kind to themselves and consider future repercussions of any actions they take during times of anger</li> <li>Take increases responsibility for maintaining and monitoring their own health</li> </ul>	RSE – respectful relationships; online & media; being safe; families; intimate and sexual relationships,

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		incl. sexual health; H7
L4 Pregnancy & parenting (RSE)	<ul style="list-style-type: none"> <li>• How relationships might contribute to human happiness and their importance in bringing up children;</li> <li>• Facts about reproductive health incl. fertility, potential impact of lifestyle on fertility for men and women</li> <li>• Facts about the full range of contraceptive choices and options available</li> <li>• Roles and responsibilities of parents with respect to the raising of children;</li> <li>• Facts around pregnancy incl. miscarriage</li> <li>• Choices in relation to pregnancy (medically and legally accurate impartial information on all options incl. keeping the baby, adoption, abortion) and where to get further help</li> <li>• Rights (or lack) for fathers</li> <li>• How prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• That some couples may require fertility treatment to conceive a child, incl. those with fertility problems and many same sex couples, incl. parenting law of using surrogates and donors</li> <li>• How life choices affect a developing foetus</li> </ul>	RSE –families; intimate and sexual relationships, incl. sexual health; H12; H8
L5 Drugs in sport and energy drinks; prescribed drugs	<ul style="list-style-type: none"> <li>• Understand what performance enhancing drugs are the effects both short and long term</li> <li>• To understand why people take performance enhancing drugs</li> <li>• The effects of energy drinks</li> <li>• The use of legal prescribed drugs</li> </ul>	
<b>Year 10 Day 2</b>		
L1 HMRC Tax	<ul style="list-style-type: none"> <li>• develop a better knowledge and understanding of the UK tax system, for example as it relates to their employment (part-time, starting your own business, first jobs etc.).</li> <li>• understand the effects and impacts of the UK tax system to ensure learners engage with and understand different points</li> </ul>	Cz – income and expenditure
L2 Sleep	<ul style="list-style-type: none"> <li>• explain the importance of sleep for wellbeing and brain function — particularly during adolescence]</li> <li>• explain how lifestyle choices can affect sleep quality</li> <li>• describe a range of strategies for ensuring appropriate sleep patterns and suggest advice for those struggling to sleep.</li> </ul>	
L3 Red Cross CPD @ Alcohol	<ul style="list-style-type: none"> <li>• how to deal with someone who has had too much to drink and administer first aid</li> <li>• the risks of drinking associated with house parties</li> <li>• life saving skills including how to administer CPR.</li> <li>• The risks of drinking too much alcohol. the purpose of defibrillators and when one might be needed. Y10</li> </ul>	
L4 E-safety (RSE/Cz)	<ul style="list-style-type: none"> <li>• To keep you safe online – now and in the future</li> <li>• To help you understand how easy it is to get a lasting criminal record from being on social media</li> </ul>	RSE – respectful

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	<ul style="list-style-type: none"> <li>To understand that there are people in cyber space who will try and either get you in to trouble, possibly try and bribe you and / or make you very unhappy</li> </ul>	relationships; online & media; being safe;
L5 Mental well-being 1	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. Y10 with the exam stress theory lesson (see mental well being)</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> <li>Evaluate the extent to which self confidence and self-esteem are affected by the judgements of others and ways to manage this</li> <li>Strategies for managing mental health and promoting your own emotional well-being</li> </ul>	H1; H3
<b>Year 10 Day 3</b>		
L1 Health & Prevention	<ul style="list-style-type: none"> <li>Micro-organisms and prevention of infection</li> <li>Identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)</li> <li>Take increases responsibility for maintaining and monitoring their own health</li> <li>Protect themselves and others from infection</li> <li>Manage risks associated with cosmetic and aesthetic procedures (tattooing, piercings, sunlamps, tanning etc)</li> <li>How to recognise and follow safety procedures</li> </ul>	H6; H7; H9; H11; H12
L2 Finances	<ul style="list-style-type: none"> <li>Identify information about students' income and expenditure in the case studies. Describe new key terms.</li> <li>Explain where sensible cuts to expenditure could be made or income increased to help students manage their money effectively.</li> <li>Formulate calculations which demonstrate your maths skills and allow the students in the case studies to manage their money effectively</li> </ul>	Cz – income & expenditure
L3 Money	<ul style="list-style-type: none"> <li>Identify which financial products are most appropriate for making particular types of purchases.</li> <li>Describe what particular types of financial products are designed to do and the benefits of using them.</li> <li>Explain why some particular financial products may be unsuitable in some circumstances.</li> </ul>	Cz – income & expenditure
L4 Health Lottery	<ul style="list-style-type: none"> <li>to understand what is meant by abortion and why it is controversial</li> <li>Identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)</li> </ul>	H6

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L5 Other systems and forms of Government (Cz)	<ul style="list-style-type: none"> <li>Understand the different systems and forms of Government, both democratic and non-democratic, beyond the UK</li> </ul>	Cz – parliamentary democracy; electoral systems
<b>Year 10 Day 4</b>		
L1 Life After Huntcliff (Tim Corlett)	<ul style="list-style-type: none"> <li>Goal setting</li> <li>Mapping a route past GCSE</li> <li>Workability characteristics</li> <li>Raising aspirations</li> </ul>	
L2 Building my Skills	<ul style="list-style-type: none"> <li>To understand how to assess your own Personal Skills and understand the Personal Skills requirements of specific Industry Sectors...</li> </ul>	
L3 Bright Futures	<ul style="list-style-type: none"> <li>Understanding how to revise and what suits you individually</li> </ul>	
L4 NLC Choice	<ul style="list-style-type: none"> <li>Taster sessions for A levels and BTEC L3 courses</li> <li>Where the subjects lead to in the career market</li> </ul>	
L5 JLC Choice	<ul style="list-style-type: none"> <li>Taster sessions for A levels and BTEC L3 courses</li> <li>Where the subjects lead to in the career market</li> </ul>	
<b>Year 10 Day 5</b>		
L1 Mental well-being 2	<ul style="list-style-type: none"> <li>Critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> <li>Evaluate impact on self-confidence and self-esteem</li> <li>Strategies for managing mental health and promoting your own emotional well-being</li> <li>Recognising and managing the triggers of unhealthy coping strategies (self harm, eating disorders etc)</li> </ul>	H1; H3; H4; H5
L2 Teenage Cancer	<ul style="list-style-type: none"> <li>the benefits of regular self-examination (including screening and immunisation). (testicular cancer) Cancer Trust team as part of a step up day Y10</li> <li>Identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)</li> <li>Take increases responsibility for maintaining and monitoring their own health</li> </ul>	H6; H7; H18

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	<ul style="list-style-type: none"> <li>• Checking themselves for cancer and other illnesses; strategies to overcome worries about seeking help and being a confident user of the NHS</li> </ul>	
L3 Preparation for work experience	<ul style="list-style-type: none"> <li>• How to prepare (see booklet); present; expectations in the work place</li> <li>• Make effective use of constructive feedback (differentiating between helpful feedback and unhelpful criticism)</li> </ul>	H2
L4 Preparation for work experience	<ul style="list-style-type: none"> <li>• How to prepare – health &amp; safety</li> </ul>	
L5 Preparation for work experience	<ul style="list-style-type: none"> <li>• How to prepare – how to get the most from work experience</li> </ul>	
<b>Year 10 Day 6</b>		
L1 Enrichment	<ul style="list-style-type: none"> <li>• Building our employability passport; adding to our skills, knowledge and experience</li> </ul>	
L2 Enrichment	<ul style="list-style-type: none"> <li>• Building our employability passport; adding to our skills, knowledge and experience</li> </ul>	
L3 Enrichment	<ul style="list-style-type: none"> <li>• Building our employability passport; adding to our skills, knowledge and experience</li> </ul>	
L4 Enrichment	<ul style="list-style-type: none"> <li>• Building our employability passport; adding to our skills, knowledge and experience</li> </ul>	
L5 Enrichment	<ul style="list-style-type: none"> <li>• Building our employability passport; adding to our skills, knowledge and experience</li> </ul>	
<b>Other Topics (to be placed where deemed appropriate)</b>		
Diversity	<ul style="list-style-type: none"> <li>• Understand national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding</li> </ul>	Cz – identity
Emergency Help	<ul style="list-style-type: none"> <li>• How to find sources of emergency help, perform emergency first aid and CPR</li> </ul>	H13

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<b>Y11 Programme of Study</b>		
<b>Year 11 Day 1</b>		
<b>Lesson</b>	<b>Intended Learning outcomes and area of study</b>	
L1 Inspirational speaker	<ul style="list-style-type: none"> <li>Inspired by the real life story of a guest – e.g Khadija Khalifa NOT EVERYTHING IS SMOOTH SAILING IN BUSINESS AND LIFE – IT IS HOW YOU PICK YOURSELF BACK UP THAT SHOWS YOUR STRENGTH!</li> </ul>	
L2 Mental well-being 1	<ul style="list-style-type: none"> <li>Understand the impact of stress and how normal it is</li> <li>Understand the relationship between actual, ideal and ought self</li> <li>Impact on self confidence and self-esteem</li> <li>Strategies for managing mental health and promoting your own emotional well-being</li> </ul>	H1; H3
L3 Interview preparation	<ul style="list-style-type: none"> <li>Understand the requirements of an interview – body image, presentation, verbal and non-verbal communication</li> <li>Be equipped for the experience</li> </ul>	
L4 Personal statements & college applications	<ul style="list-style-type: none"> <li>Reflect upon skills and qualities in preparing a personal statement</li> <li>How to sell yourself</li> </ul>	
L5 Apprenticeships	<ul style="list-style-type: none"> <li>Understand apprenticeships and their benefits</li> <li>Types and levels of apprenticeships</li> <li>LMI for apprenticeships</li> </ul>	
<b>Year 11 Day 2</b>		
L1 Mock Interviews	<ul style="list-style-type: none"> <li>To experience a ‘mock’ interview with an external guest of the school</li> <li>To demonstrate communication and employability skills</li> <li>Recognise which skills still need to be developed for interview</li> <li>Make effective use of constructive feedback (differentiating between helpful feedback and unhelpful criticism)</li> </ul>	H2;
L2 Revision Calendars	<ul style="list-style-type: none"> <li>Plan systematically a thorough approach to revision to make the process manageable</li> <li>Understand strategies available for use</li> <li>Set smart targets for revision</li> </ul>	
L3 Careers Action planning (Tim Corlett)	<ul style="list-style-type: none"> <li>Consider next steps and plan how to get there</li> <li>Break down plans into small achievable steps</li> <li>Understand the steps in the process to achieve your goals</li> <li>Make effective use of constructive feedback (differentiating between helpful feedback and unhelpful criticism)</li> </ul>	H2
L4 Providers talks	To be agree by individual providers in advance of sessions (Gainsborough trinity; Scunthorpe united; Heta etc)	

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L5 Exams Made Easy	<ul style="list-style-type: none"> <li>Look at strategies to support effective revision</li> </ul>	
<b>Year 11 Day 3</b>		
L1 Managing Risk	<ul style="list-style-type: none"> <li>To learn how to assess and manage risk in new situations, including those associated with attending music festivals and going on holiday without parental supervision.</li> <li>To learn about seeking help in unfamiliar settings.</li> <li>Take increases responsibility for maintaining and monitoring their own health</li> <li>Safety and protection; how to reduce risk and minimise harm in different settings</li> <li>Long term consequences of substance use and misuse for health and mental wellbeing, incl. dependence, addiction, habit, wider risks of legal and illegal substances</li> </ul>	RSE – respectful relationships; being safe; intimate and sexual relationships, incl. sexual health; H7; H14; H15; H16; H17
L2 Organ donation	<ul style="list-style-type: none"> <li>To be able to describe how organ and tissue donation saves and improves lives</li> <li>To be able to explain some of the reasons why people decide to become organ and tissue donors</li> <li>To understand why people join the NHS Organ Donor Register and why donor families support the decision to donate their loved one’s organs and tissues</li> <li>To understand how to talk to people about organ and tissue donation.</li> <li>Identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)</li> <li>Take increases responsibility for maintaining and monitoring their own health</li> </ul>	H6; H7
L3 Travel	<p>Support young people in researching and safeguarding their own travel plans while encouraging independence and a love of travel by:</p> <ul style="list-style-type: none"> <li>Identifying and evaluating some of the risks and rewards of independent travel</li> <li>Demonstrating how to minimise risk when travelling by carefully planning before the trip</li> <li>Explaining which key documents they will need when travelling and how to access these</li> </ul>	H14

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	<ul style="list-style-type: none"> <li>• Having evaluated strategies and skills around safe and unsafe risk while abroad</li> <li>• Safety and protection; how to reduce risk and minimise harm in different settings</li> <li>• Identifying some sources of information and support when travelling independently.</li> </ul>	
L4 Money	<ul style="list-style-type: none"> <li>• A final recap on budgeting, tax, accounts etc</li> </ul>	
L5 Independent Living	<ul style="list-style-type: none"> <li>• Correctly identify whether the case studies are ready to live independently and the advantages and disadvantages of this.</li> <li>• Describe the issues young people face living independently and the best way we can prepare for independent adult lives.</li> <li>• Explain how we can make a success of living independently by being law abiding, financially capable and self-sufficient.</li> <li>• Take increases responsibility for maintaining and monitoring their own health</li> </ul>	H7
<b>Year 11 Day 4</b>		
L1 The Dark Web	<ul style="list-style-type: none"> <li>• To understand what the dark web is and why people use it</li> <li>• To understand the legal issues around the dark web (see Alistair Kennedy Cyber Crime)</li> </ul>	RSE – online & media;
L2 Exam revision	<ul style="list-style-type: none"> <li>• Opportunity to undertake bespoke revision</li> </ul>	
L3 Exam preparation work	<ul style="list-style-type: none"> <li>• To prepare for taking examinations</li> </ul>	
L4 Unions	<ul style="list-style-type: none"> <li>• To understand the role unions play in the world of work</li> <li>• To understand what a trade union is and what skills they value</li> </ul>	
L5 Mental well-being 2	<ul style="list-style-type: none"> <li>• Practical and positive and coping strategies for anxiety/stress</li> <li>• Strategies for managing mental health and promoting your own emotional well-being</li> <li>• Characteristics of emotional and mental health</li> <li>• Recognising and managing the triggers of unhealthy coping strategies (self harm, eating disorders etc)</li> </ul>	Hi; H3; H4; H5
<b>Year 11 Day 5</b>		
L1 Enrichment day	<ul style="list-style-type: none"> <li>• To provide all students with an opportunity to experience enrichment activities</li> </ul>	
L2 Enrichment day		
L3 Enrichment day		
L4 Enrichment day		

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L5 Future Skills audit	• To measure the impact of the careers programme from the baseline data provided in Y7	
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