

Year	Relationships and Sex Education (RSE) (Including online relationships)	Health Education: Physical Health and Mental Wellbeing	Living in the Wider World - Citizenship and British Values	Online Safety
12	<p><b>Staying Safe – Expecting Respect</b></p> <ul style="list-style-type: none"> <li>- Exploitation and the grooming process</li> <li>- How to support someone who may be at risk</li> </ul> <p><b>Staying Safe – County Lines</b></p> <ul style="list-style-type: none"> <li>- Raising awareness</li> <li>- Refresher of KS4 drug messages</li> </ul> <p><b>Staying Safe – Sexual Health</b></p> <ul style="list-style-type: none"> <li>- Brook Advisory assembly with a focus on contraception and the services they offer.</li> </ul> <p><b>Staying Safe – Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>- What is sexual harassment?</li> <li>- How and where to report.</li> <li>- Male and female statistics on sexual harassment and harmful sexual behaviours</li> <li>- Say Something campaign</li> </ul> <p><b>Staying Safe – Online Sexual Harassment</b> (see Online Harms)</p>	<p><b>School Safety Plan</b></p> <ul style="list-style-type: none"> <li>- Keeping students safe in school: fire safety; accessing support in school, including safeguarding.</li> </ul> <p><b>A Level State of Mind</b></p> <ul style="list-style-type: none"> <li>- Helping students to adjust to A Level studies; advice and guidance on making effective transition from GCSE to A Level studies</li> </ul> <p><b>World Mental Health Day</b></p> <ul style="list-style-type: none"> <li>- Student led day of raising awareness, providing sources of support and education.</li> </ul> <p><b>Staying Safe</b></p> <ul style="list-style-type: none"> <li>- How to manage your own wellbeing and how to support each other- sources of support in and outside of Sixth Form</li> </ul>	<p><b>Freshers Fair</b></p> <ul style="list-style-type: none"> <li>- Assembly from Student President discussing Student Leadership Team vision; Senior VP Head of Student Council explaining role; VP Student Voice explaining power of student voice; Freshers Fair in canteen to celebrate diversity and opportunities to get involved in Sixth Form life and make a successful transition from GCSE to A Level experience.</li> </ul> <p><b>Black History Month</b></p> <ul style="list-style-type: none"> <li>- A range of student led activities, including an assembly, to raise awareness</li> </ul> <p><b>Armistice Day</b></p> <ul style="list-style-type: none"> <li>- Assembly to remember all those who have died in conflicts around the world since the end of World War I.</li> </ul> <p><b>Holocaust Memorial Day</b></p> <ul style="list-style-type: none"> <li>- Student led assembly after visit to Auschwitz to reflect on the horrors of the Holocaust.</li> </ul> <p><b>LGBT+ History Month</b></p> <ul style="list-style-type: none"> <li>- The unacceptability of prejudice-based language and behaviour, online and offline, including, homophobia, biphobia,</li> </ul>	<p><b>Staying Safe online – Where’s the line?</b></p> <ul style="list-style-type: none"> <li>- Online sexual harassment</li> <li>- What it is and isn’t</li> <li>- How to respond / report</li> </ul> <p><b>Staying Safe Online</b></p> <ul style="list-style-type: none"> <li>- Online safety including fake news and financial scams.</li> </ul> <p><b>Sharing Nudes</b></p> <ul style="list-style-type: none"> <li>- How to stay safe online</li> </ul> <p><b>Termly Parent Newsletter</b></p> <ul style="list-style-type: none"> <li>- How to keep your young person safe online</li> </ul>

			<p>transphobia, racism, the need to challenge it and how to do so</p> <ul style="list-style-type: none"> <li>- The need to promote inclusion and challenge discrimination</li> <li>- The history of the LGBT+ community</li> </ul> <p><b>Ramadan Assembly</b></p> <ul style="list-style-type: none"> <li>- An opportunity to share this special time of year for many of our students with the whole student body, including invitation to collective fast.</li> </ul> <p><b>Ethics, Philosophy and Religion Conference Launch</b></p> <ul style="list-style-type: none"> <li>- Assembly to introduce the conference to students</li> </ul>	
13	<p><b>Sexual harassment and consent (PSHE Lesson BB)</b></p> <ul style="list-style-type: none"> <li>· Consent refresher</li> <li>· Rape (statutory acquaintance and date rape)</li> <li>· The importance of not leaving drinks unattended</li> <li>· Real life case studies</li> <li>· Male and female statistics of sexual harassments</li> <li>· Sexual harassment pyramid</li> <li>· Exploring under reporting of sexual violence</li> <li>· How and where to report, “say something campaign”</li> </ul>	<p><b>Drug Use (PSHE Lesson BB)</b></p> <ul style="list-style-type: none"> <li>· Students build on what they know about drugs and the difference in legal penalties for possession and supply</li> <li>· Common drugs that they might encounter when they go out drinking with their friends or when they go to university (nitrous oxide (balloons), cocaine, cannabis, ecstasy MDMA, ketamine and amphetamines)</li> </ul>	<p><b>Equality Act 2010 - Protected Characteristics (PSHE Lesson BB)</b></p> <ul style="list-style-type: none"> <li>· Legal rights and responsibilities regarding equality (with reference to protected characteristics as defined in The Equality Act 2010)</li> <li>· The law and discrimination in the UK, how and why should we challenge discrimination and bigotry – including classism</li> <li>· The unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace</li> </ul>	<p><b>Equality Act 2010 - Protected Characteristics (PSHE Lesson BB)</b></p> <ul style="list-style-type: none"> <li>· The need to promote inclusion and challenge discrimination, Strategies to challenge all forms of prejudice and discrimination and how to do so safely, including online</li> </ul> <p><b>Online Behaviour and its Ramifications</b></p> <ul style="list-style-type: none"> <li>· Students consider their usernames and email addresses and the impact they can have when applying for jobs</li> </ul>

	<p><b>Unhealthy relationships (PSHE Lesson BB)</b></p> <ul style="list-style-type: none"> <li>· Coercive, controlling behaviour</li> <li>· Gas lighting</li> <li>· Forced marriage</li> <li>· Call-out culture</li> <li>· Shaming and ‘dog-piling’ online.</li> <li>· Online shaming</li> <li>· Toxic behaviour</li> </ul> <p><b>Responsible Sexual Activity (PSHE Lesson BB)</b></p> <ul style="list-style-type: none"> <li>· Refresher on the different forms of contraception and the importance of regular sexual health check-ups at GUM clinics</li> <li>· Local GUM clinic information shared</li> <li>· Recap of STI’s and the importance of getting them treated</li> <li>· Risks of infertility</li> <li>· Options available if you are infertile</li> </ul>	<p><b>Recognising Destructive Behaviours in Yourself and Others (PSHE Lesson BB)</b></p> <ul style="list-style-type: none"> <li>· Different forms of addiction including gambling</li> <li>· Student loan stories with gambling</li> <li>· Alcohol and drug addiction</li> <li>· The dangers of binge drinking, university stories</li> <li>· Know your limits</li> </ul>	<ul style="list-style-type: none"> <li>· The impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities</li> <li>· There are diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</li> <li>· The unacceptability of prejudice-based language and behaviour, online and offline, including sexism, homophobia, biphobia, transphobia, racism, disablist and faith-based prejudice, the need to challenge it and how to do so</li> <li>· The need to promote inclusion and challenge discrimination</li> </ul> <p><b>Intolerance and radicalisation (PSHE Lesson BB)</b></p> <ul style="list-style-type: none"> <li>· intolerance presents a problem in society</li> <li>· Describe how a tolerant society faces a paradox when it comes to dealing with intolerance</li> <li>· Describe differing viewpoints on what should be done to tackle intolerance</li> <li>· To recap extremism and radicalisation and what support is available if they or someone they know are at risk of becoming radicalised</li> </ul>	<ul style="list-style-type: none"> <li>· They learn about the impact of trolling and the legal consequences of trolling someone</li> <li>· They learn about cyberstalking, harassment</li> <li>· The dangers of porn refresher; unrealistic expectations</li> <li>· Correctly identify what to do to prevent revenge porn and what to do if you become a victim</li> <li>· Students also consider fraud online and how to spot potentially fraudulent messages</li> <li>· Strategies to respond, access support and report concerns</li> </ul> <p><b>Unhealthy relationships (PSHE Lesson BB)</b></p> <ul style="list-style-type: none"> <li>· Call-out culture and gas lighting online</li> <li>· Shaming and ‘dog-piling’ online.</li> <li>· Online shaming</li> <li>· Toxic behaviour online</li> </ul>
--	--	---	---	--

