



## **PASTORAL CURRICULUM** **(including details of the PSHE programme,** **SMSC and FBV provision, and RSE policy)**

**Policy Custodian:** Second Master

**Approving Body:** MTS Senior Leadership Team

**Approved:** July 2021

**Amended:** September 2021; October 2021, March 2022

*(This policy does not apply to Merchant Taylors' Prep.)*

The aims of the MTS Pastoral Curriculum sit on the shoulders of the School's core values and beliefs. It seeks to develop the pupils outside of the academic realm, to give them confidence, and arm them with knowledge to leave our confines as respectful, informed and thoughtful young men, capable of making informed decisions. It provides them with the skills to understand the world we live in today and to help them develop into thoughtful and productive citizens of both the United Kingdom and the wider world.

In practice the Pastoral Curriculum is an umbrella term that incorporates the School's Personal, Social, Health and Economic Education (PSHE) programme, its Social, Moral, Spiritual and Cultural Education (SMSC) provision, its promotion of Fundamental British Values (FBV), Relationships and Sex Education (RSE) and all other aspects of the School which support the pupils' personal development.

The Pastoral Curriculum is delivered in a variety of different ways.

- It is delivered explicitly and formally, through the School's PSHE lessons, form periods and year-group assemblies, discrete events, and our outside speakers programme.
- It is delivered implicitly and informally, through the Curriculum in all departments, through our House and whole School Assembly programmes, through our pastoral systems, through our extensive extra-curricular programme and through the way in which all members of the Merchant Taylors' School community interact with each other.

This policy comprises a number of documents which describe in detail much, but not all, of what is covered over the course of the year by the Pastoral Curriculum. One of its strengths is that it can adapt to accommodate new material or issues at short notice (for example with the advent of Black Lives Matter, or the focus on harmful sexual behaviours brought about by the Everyone's Invited and Me Too movements). Periodically, an audit is conducted to allow us to review what we do and to ensure that the School is delivering over and above that which is required by regulation in this area.

Whilst overall responsibility for the Pastoral Curriculum resides with the Second Master, specific areas are delegated to other colleagues:

- The **Head of PSHE** oversees the PSHE programme, the RSE policy and its delivery, and the audit of all Pastoral Curriculum activities that takes place as a minimum every three years.
- The **Assistant Head (Staff and Pupil Wellbeing and Welfare)**

- The **Deputy Head (Academic)** works with Heads of Department and reviews how individual subject schemes of work can contribute to the Pastoral Curriculum.
- The **Deputy Head (Information Systems)** ensures that age-appropriate e-safety and online safety advice is regularly taught to pupils in a timely and engaging way.
- The **Heads of Lower, Middle and Upper School** oversee the use of Form Periods and Sectional Assemblies, and, in the Sixth Form, the super-curricular programme, as well as specific events that may be targeted at areas of the Pastoral Curriculum relevant to those year-groups.
- **Heads of House**, either through direction from one of the above or at their own discretion will use House Assemblies to support aspects of the Pastoral Curriculum.

## **SOCIAL, MORAL, SPIRITUAL AND CULTURAL (SMSC) EDUCATION**

The Social, Moral, Spiritual and Cultural Education (SMSC) programme aims to achieve a number of different goals:

- To encourage pupils to respect the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- To enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- To help pupils distinguish right from wrong and to respect civil and criminal law of England;
- To encourage pupils to accept responsibility for their behaviour, to show initiative and to understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more broadly;
- To enable pupils to acquire a broad general knowledge of public institutions and services in England;
- To further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- To encourage respect for other people especially, though not exclusively, in relation to their: age; any disability they may have; any gender reassignment they may have undergone or be considering; whether they are married or in a civil partnership; whether they are pregnant or a mother and irrespective of their race; religion or belief; sex; or sexual orientation;
- To encourage a respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Throughout our delivery of all of the above, we are conscious of the need to promote a sense of balance in the presentation of political views. Much of this is delivered explicitly within the PSHE programme but it is also supported within individual subject lessons, pastoral time (assemblies, form periods, tutor periods), extra-curricular activities and specific targeted events. All staff are aware of the need to support the above as much as possible, in as many ways as possible, and the School periodically audits the different contributions made to the programme (be it a vibrant political discussion in a lesson, an interesting assembly or perhaps a sporting event where a pupil has been made to feel confident and happy). This allows us to review our provision and adjust the balance as necessary.

## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION**

The Personal, Social, Health and Economic (PSHE) Education programme plays an essential part in educating the whole person to be able to make informed decisions.

Within a crowded curriculum it is inevitable that much of PSHE is provided in a cross-curricular way (see the PSHE Schemes of Work). Curriculum time is given to PSHE in the Third Form, Upper Third Form, the Divisions, Fifth Form and Lower Sixth Form as a fixed part of the timetable. In the Fourth Form, off-timetable days are provided on a termly basis. Sixth Form students additionally develop their awareness and understanding of PSHE topics through their weekly lecture programme, off-timetable days and Form Periods.

The PSHE department is made up of a range of subject teachers from all disciplines, helping to provide boys with a wealth of experiences and views. We are frank in the information we give. Where possible and sensible we look to allow the boys to develop their own opinions. However, we are sure to educate the young men as to where the moral and ethical red lines in our society sit and we look to help guide them in terms of their attitudes towards a range of sensitive issues.

# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

## Definition, Rationale and Ethos

We define Relationships and Sex education (RSE) as 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 positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

This policy covers Merchant Taylors' School's approach to the teaching of RSE. We believe RSE is lifelong learning, which is integral to physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

In addition, we as a school believe that RSE should:

- Be an entitlement for all young people, supporting each individual as they grow and learn.
- Encourage every student to contribute to our wider school community, supporting family commitment and love, respect and affection, knowledge and openness.
- Encourage students and teachers to share and respect each other's views. We are aware of different sexual orientations and do not promote any particular family structure. We see family as a broad concept; not just one model, e.g. nuclear family. RSE includes a variety of types of family structure, and we actively promote the acceptance of different approaches. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## Legislation

We are required to teach RSE as part of the Department for Education's statutory guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', published in September 2020. This guidance informs the content of the lessons and is read in conjunction with:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2000)
- Equality Act (2010)
- SEND code of practice: 0 to 25 years (2015)
- Children and Social Work Act (2017)
- Preventing and Tackling Bullying (2017)
- National Citizen Service Guidance for Schools and Colleges (2017)
- Mental Health and Behaviour in Schools (2018)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- The Independent School Standards (2019)

- Keeping children safe in education – statutory safeguarding guidance (updated 2021)

## **Subject Content, How it is Taught and Who is Responsible for Teaching it**

Merchant Taylors' School specifically delivers RSE through its PSHE Programme and Biology lessons at KS3, and KS4. Specific RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of sex and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum are taught in every school year. The schemes of learning for the PSHE programmes can be seen below in this policy. Teachers from a range of subjects deliver the PSHE Curriculum with support from professionals where appropriate. Teaching staff therefore receive RSE training prior to lessons, in order to best support pupils with the complexities of RSE.

Sex and Relationship Education in Merchant Taylors' School has three main elements:

### *Attitudes and Values*

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want;
- challenging myths, misconceptions and false assumptions about normal behaviour.

### *Personal and Social Skills*

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### *Knowledge and Understanding*

- learning and understanding physical development at appropriate stages;
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for having protected sex;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know the law of consent and how the law applies to rape, as well as other harmful sexual behaviours;

- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

### **Safe and Effective Practice (Safeguarding)**

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the Head of PSHE who will help with delivery of lessons if required.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can sometimes lead to the disclosure of a child protection issue. Under these circumstances, staff cannot offer unconditional confidentiality and will consult with the designated safeguarding lead, or their deputy in their absence. Teachers are not legally bound to inform parents/carers or the Head Master of any disclosure unless the Head Master has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **Inclusion**

#### *Ethnic and Cultural Groups*

- We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns when raised.

#### *Students with Special Needs*

- We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

#### *Gender, Sexual Identity and Sexual Orientation*

- We aim to deal sensitively and honestly with issues of gender and sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing identity or sexuality need to feel that sex and relationship education is relevant to them.

## **Parental Engagement**

Merchant Taylors' School is committed to working with parents and carers and as such, they are informed of this policy through the usual school communications. Parents were consulted when the policy was created and will once again be consulted whenever this policy is reviewed. Attention will be drawn to it in the publication of the sectional newsletters and parents/carers are welcome to discuss points in it during the regular question and answer sessions with the Head Master and Heads of Section. This policy will be available to parents and carers through the school website.

## **The Right to be Excused**

Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. However, we strongly advise against it, given the important role we feel it plays in the physical, sexual, moral and emotional development of all children. Sex education does not result in earlier sex, in fact, studies have consistently shown that the opposite is true. If parents/carers do wish to withdraw their children from some or all of the sex education aspect of RSE, we would make alternative arrangements. Parents are encouraged to discuss their decisions with the relevant Head of Section at the earliest opportunity. Parents are welcome to review any RSE resources the school uses and schemes of learning are available at the end of this policy.

## **Monitoring, Reporting and Evaluation**

Pupils will have opportunities to review their learning during lessons by completing termly reflections. These will take the form of online forms, consisting of a mixture of short content based questions, as well as longer evaluative questions. The results of these forms are then used to inform our teaching of the RSE content in future years.

## **Production and Review of the RSE Policy**

This policy was produced by the Head of PSHE in consultation with parents and the Second Master. It was approved by the Second Master. The RSE programme will be led by the Head of PSHE.

This policy will be reviewed again in June 2022, in order to ensure it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance. It will be reviewed by the Head of PSHE in consultation with parents and the Second Master.

Head of PSHE  
November 2021



## PSHE 3rds Sequence of Lessons Summary

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
<b>Focus:</b> The purpose of school	<b>Focus:</b> Organisational Skills & Time Management	<b>Focus:</b> Drugs	<b>Focus:</b> Smoking	<b>Focus:</b> Gender & Transgender	<b>Focus:</b> LGBT+	<b>Focus:</b> Neurodiversity	<b>Focus:</b> Bullying	<b>Focus:</b> Dangers of Social Media
<b>Aims:</b> Establish rules. Discuss topics for the year and general school anxieties. Links between school and work. Establish targets for first year at MTS.	<b>Aims:</b> Development of organisational and time management strategies.	<b>Aims:</b> Have discussed the effects of a range of drugs. Have looked at the effects of caffeine consumption. Have evaluated strategies to reduce caffeine consumption.	<b>Aims:</b> identify a range of risks related to tobacco and e-cigarette use. Have considered strategies for managing peer influence in situations involving cigarettes/vapes.	<b>Aims:</b> Gender discrimination, negative effects of sexism, introduction to the concept of transgender.	<b>Aims:</b> Vocabulary and terms to do with LGBT+ acceptance. To understand that all forms of prejudice and discrimination must be challenged.	<b>Aims:</b> What is meant by neurodiversity. Different forms of neurodiversity.	<b>Aims:</b> What is bullying? Why does it occur? How it affects people and what to do.	<b>Aims:</b> Safe use of social media and the dangers of meeting people online.

Topic 10	Topic 11	Topic 12	Topic 13	Topic 14	Topic 15	Topic 16	Topic 17	Topic 18
<b>Focus:</b> Online Abuse & Digital footprint	<b>Focus:</b> Nutrition	<b>Focus:</b> Movement & Hygiene	<b>Focus:</b> Thinking & Questioning Skills	<b>Focus:</b> Puberty 1 – Facts, Myths & Emotional Changes	<b>Focus:</b> Puberty 2 – Physical Changes, Fertility & The Menopause	<b>Focus:</b> Healthy Relationships	<b>Focus:</b> Unhealthy Relationships	<b>Focus:</b> Review of first year at MTS
<b>Aims:</b> Types of online abuse. Your digital footprint and the reputational damage it can have.	<b>Aims:</b> Understand the importance of a healthy diet. To assess the risks of an unhealthy diet	<b>Aims:</b> Understand the importance of movement both in terms of physical health and mental wellbeing. Basic hygiene.	<b>Aims:</b> The importance of understanding other perspectives and opinions. Questioning skills and how to use these in other lessons.	<b>Aims:</b> Basic facts about puberty. Emotional changes in boys and girls.	<b>Aims:</b> Basic facts about puberty. Physical changes in boys and girls. Discussion on what it means to be fertile and the menopause.	<b>Aims:</b> Importance of relationships and how different relationships might change over time.	<b>Aims:</b> Signs that a relationship might be unhealthy and what to do if themselves or a friend are in an unhealthy relationship.	<b>Aims:</b> Reflect upon positive and negative experiences. Plan for future years.





## PSHE U3rds Sequence of Lessons Summary

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9
<b>Focus:</b> Leadership	<b>Focus:</b> Emotional Wellbeing	<b>Focus:</b> Human Rights	<b>Focus:</b> Disability	<b>Focus:</b> Advertising & Consumerism	<b>Focus:</b> Economic Understanding & Employment Rights	<b>Focus:</b> Risk & Enterprise	<b>Focus:</b> What does an MP actually do?	<b>Focus:</b> How does an MP get his/her job?
<b>Aims:</b> Consideration of the characteristics of a good leader and evaluation of the students own leadership skills.	<b>Aims:</b> Have discussed why we get stressed and the effects it can have practicing mindfulness as a method for reducing stress.	<b>Aims:</b> Know your basic human rights. What happens when human rights are breached.	<b>Aims:</b> Challenge misconceptions associated with disabilities. Understand that all forms of prejudice and discrimination must be challenged.	<b>Aims:</b> The negative impacts advertising can have on self-image. Manage your consuming habits to protect yourself from being financially exploited.	<b>Aims:</b> The difference between needs and wants and how this can affect a budget. How different types of work operate, including employment, self-employment and voluntary work.	<b>Aims:</b> Assess and manage risks relating to financial, enterprise and career choices, and learn from mistakes.	<b>Aims:</b> Explain the structure of Parliament. Have a greater understanding of what the job of an MP entails.	<b>Aims:</b> Have an understanding of what a general election is and how MPs get elected. Have participated in the democratic process.

Topic 10	Topic 11	Topic 12	Topic 13	Topic 14	Topic 15	Topic 16
<b>Focus:</b> How do MPs create laws?	<b>Focus:</b> Peer Pressure & Relationships	<b>Focus:</b> e-Safety	<b>Focus:</b> Consent	<b>Focus:</b> Serious & Organised Crime	<b>Focus:</b> Teamwork	<b>Focus:</b> Basic First Aid
Be able to describe the differences between parliament and the government. Have experienced what it's like to create a law.	<b>Aims:</b> Awareness of how to manage peer pressure. Discussion of how this can relate to relationships, discussing the need for mutual respect.	<b>Aims:</b> Fake profiles, clickbait, unsafe communication & grooming.	<b>Aims:</b> Awareness of what consent means, both legally and ethically, and why it is so important. Knowledge of how to identify signs of when someone is consenting and when they are not.	<b>Aims:</b> Understand what crime is and how different crimes can be categorised. Evaluate the impacts and consequences of a variety of crimes.	<b>Aims:</b> Have participated in a series of team activities. Identify the key characteristics of a team player, evaluating your own characteristics.	<b>Aims:</b> The recovery position, CPR and choking / asthma / allergic reactions.



## PSHE 4ths Sequence of Lessons Summary

Topic 1	Topic 2	Topic 3
<b>Focus:</b> 1 <sup>st</sup> Off-Timetable Day – Wellbeing	<b>Focus:</b> 2 <sup>nd</sup> Off-Timetable Day – Addiction Awareness	<b>Focus:</b> 3 <sup>rd</sup> Off-Timetable Day – Relationships & Sex Education
<b>Aims:</b> Importance of sleep, nutrition and movement, how to manage stress and basic first aid.	<b>Aims:</b> Awareness of Alcohol, Drug, Porn & Gambling Addictions.	<b>Aims:</b> Contraception, STIs, Healthy Relationships & Unhealthy Relationships, including harmful sexual behaviours.



## PSHE Divisions Sequence of Lessons Summary

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8
<b>Focus:</b> The Equality Act & Protected Characteristics	<b>Focus:</b> Identity & Culture	<b>Focus:</b> FGM & Honour Based Violence	<b>Focus:</b> Mental Health	<b>Focus:</b> Happiness	<b>Focus:</b> Reframing Negative Thinking	<b>Focus:</b> Crime & Justice	<b>Focus:</b> Systems of Government
<b>Aims:</b> Characteristics which are 'protected' under UK Law and understand the all forms of prejudice and discrimination must be challenged.	<b>Aims:</b> Appreciate diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	<b>Aims:</b> What FGM and honour based violence are and the effects they can have.	<b>Aims:</b> The causes/risk factors and symptoms of various mental health issues. Strategies for recognising these symptoms.	<b>Aims:</b> Considered activities which enrich your life and have discussed how changes in personal circumstances may affect your feelings and behaviour.	<b>Aims:</b> Practice reframing negative thinking to help with resilience and identify ways to learn from setbacks.	<b>Aims:</b> Variety of crimes and where they are most likely to happen. To consider the links between law and society.	<b>Aims:</b> What it means to be a global citizen. Have discussed the different forms of government that exist beyond the United Kingdom. Have a basic understanding of what actions you can take to influence decisions.

Topic 9	Topic 10	Topic 11	Topic 12	Topic 13	Topic 14	Topic 15	Topic 16
<b>Focus:</b> Democracy	<b>Focus:</b> Disinformation & Misinformation	<b>Focus:</b> Search engines & content which incites	<b>Focus:</b> Radicalisation (the prevent duty)	<b>Focus:</b> Harmful Sexual Behaviours	<b>Focus:</b> Pregnancy, adoption & abortion	<b>Focus:</b> Practical Money Matters	<b>Focus:</b> Careers Pathways
<b>Aims:</b> Understand parliamentary democracy. Have compared democracy in the UK to democracy in other countries.	<b>Aims:</b> Misinformation, disinformation and the effects that fake profiles can have on our society as a whole.	<b>Aims:</b> Algorithms used by search engines and social media and how this can lead to an echo chamber of ideas.	<b>Aims:</b> Radicalisation and the responsibilities that we all have.	<b>Aims:</b> What is meant by consent and therefore rape. What is meant by sexual harassment, sexual assault and coercive control.	<b>Aims:</b> Discuss the difficulties associated with pregnancy, miscarriage, abortion and adoption.	<b>Aims:</b> Credit and debt. Insurance. Savings and Pensions. Taxes.	Consideration of future careers in light of Morrisby testing.



## PSHE 5ths Sequence of Lessons Summary

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Focus:</b> Careers – Work Experience	<b>Focus:</b> Careers - Skills	<b>Focus:</b> Careers – CV Writing	<b>Focus:</b> Drugs Awareness	<b>Focus:</b> Alcohol Abuse	<b>Focus:</b> Pornography
<b>Aims:</b> Role of work experience in future applications. Ways to secure work experience placements.	<b>Aims:</b> The importance of developing skills and how to sell your skills when at interview.	<b>Aims:</b> Interview preparation, practice CV writing and an introduction to personal statements.	<b>Aims:</b> Identify why people use illegal drugs. The impact they have on physical, mental and economic aspects of people's lives.	<b>Aims:</b> Understand the dangers of alcohol abuse. Why some people may abuse alcohol. Detect and react to alcohol abuse.	<b>Aims:</b> Consider the dangers of viewing pornography.
Topic 7	Topic 8	Topic 9	Topic 10	Topic 11	
<b>Focus:</b> Racism in Society	<b>Focus:</b> Marriage, Arranged Marriage & Forced Marriage	<b>Focus:</b> Stable relationships and parenthood	<b>Focus:</b> Harmful Sexual Behaviours	<b>Focus:</b> Stress & Areas of Stress	
<b>Aims:</b> Explain how differing cultures, faiths and beliefs may influence lifestyle choices. Appreciate diversity of the UK. Have considered the effects of racism both on individuals and on society as a whole.	<b>Aims:</b> Discuss the importance of marriage and other stable relationships. Discuss the issues surrounding forced marriage.	<b>Aims:</b> Discuss the difficulties associated with pregnancy, miscarriage, abortion and parenthood.	<b>Aims:</b> What is meant by consent and therefore rape. What is meant by sexual harassment and domestic abuse.	<b>Aims:</b> Areas of stress and how to help yourself cope with them.	



## PSHE Lower Sixth Sequence of Lessons Summary

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
<b>Focus:</b> <b>Healthy Relationships</b>	<b>Focus:</b> <b>Unhealthy Relationships and Abuse</b>	<b>Focus:</b> <b>Good Sex</b>	<b>Focus:</b> <b>Sex in the age of Pornography</b>	<b>Focus:</b> <b>Consent and Rape Culture</b>
<b>Aims:</b> Recognise what defines a healthy relationship: romantic, sexual and platonic. Identify the red flags which might indicate a relationship wasn't healthy.	<b>Aims:</b> Understand the signs of an abusive relationship and know what to do if you, or someone close to you, are experiencing one. Recognise signs that your own behaviour in a relationship may be unhealthy.	<b>Aims:</b> Understand how to have safe, healthy, and enjoyable sexual activity. Discuss the definition of gender and sexuality and be aware that everyone has their own sexual identity.	<b>Aims:</b> Understand that pornography is not an instruction manual for sex. Understand feminist views on pornography. Discuss the themes and practices seen in pornography and how relevant they may, or may not, be to real life sexual activity.	<b>Aims:</b> Further develop understanding of the issues around consent and rape culture with a focus on intersectionality and third wave feminism. Be aware of the Incel subculture and its activity on social media.

Topic 7	Topic 8	Topic 9	Topic 10	Topic 11
<b>Focus:</b> <b>Financial Independence</b>	<b>Focus:</b> <b>Financial Independence</b>	<b>Focus:</b> <b>Health in the Sixth Form</b>	<b>Focus:</b> <b>A Healthy Social Life</b>	<b>Focus:</b> <b>Health when travelling</b>
<b>Aims:</b> Understand how to develop financial independence upon leaving school and progressing through university. Understand how student finance and loans work. Know how to budget.	<b>Aims:</b> Understand how to develop financial independence as an adult. Understand how mortgages, savings and investments, credit cards and pensions work.	<b>Aims:</b> Discuss the common physical and mental health difficulties encountered in the Sixth Form. Understand why anxiety and insomnia occur and how to manage them.	<b>Aims:</b> Discuss the risks to health which occur through alcohol, drugs and sexual activity. Understand how to identify problems and seek help. Understand basic first aid for intoxication.	<b>Aims:</b> Know how to take care of your health when travelling. Identify the risks to health and know how to administer basic treatment and first aid.