

# Relationships Education, Relationships and Sex Education and Health Education Policy



## What is Relationship and Sex Education and Health Education (RSE and HE)?

Relationships Education, Relationships and Sex Education, and Health Education is about empowering pupils with the knowledge to make informed decision about their well-being, health and relationships. Relationships Education, RSE and Health Education is about understanding the importance of stable, loving and respectful relationships and the value of these relationship qualities within family life and wider society. Relationships Education, RSE and Health Education is taught at an age-appropriate and developmentally appropriate level, sensitively and inclusively with respect to the backgrounds and beliefs of all.

This policy will be compliant with the following guidance:

- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (February 2019)
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4,' 2014

## Aims of Relationships Education, RSE and Health Education

Relationships Education, RSE and Health Education aims to promote the spiritual, moral, cultural, emotional and physical development of pupils/students at school/college and in society and to prepare them for the challenges, opportunities and responsibilities of adult life. Relationships Education, RSE and Health Education includes providing pupils/students with reliable information about healthy relationships.

Following guidance produced by the DfE (2019) the Trust ensures that Relationships Education, RSE and Health Education is carefully designed to safeguard and support all pupils/students in an increasingly digital world. Each academy is clear on the themes and issues it should cover and Relationships Education, RSE and Health Education is age-appropriate; building knowledge and life skills over time in a way that prepares individuals for issues they will soon face including:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school and college, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school and college, around sex, sexual health and sexuality, set firmly within the context of relationships.

## Objectives of Relationships, RSE and Health Education

- To understand the function of body parts and correct terms for these parts
- To help young people move with confidence from childhood to adolescence and beyond
- To develop confidence in discussing relationships including the development of positive attitudes towards self and others with differing views
- To recognise the value of family life and stable, loving and respectful relationships as key building blocks to community and society
- To learn the value of respect, care and self esteem
- To provide opportunities to explore issues relating to emotional, physical and moral development in a safe and secure environment
- To enable pupils/students to effectively communicate about issues associated with relationships, including intimate relationships
- To understand the responsibilities of safe relationships
- To be aware of external support agencies and forums to support in issues associated with sex and relationships

## Practice

We respect the diversity and different values held by the families and pupils attending our schools/college and address all subjects within Relationships Education, RSE, and Health Education with sensitivity. Relationships Education, RSE, and Health Education seeks to encourage pupils/students to recognise and accept the difference of others. We take our responsibilities very seriously with regard to ensuring pupils have appropriate education to succeed as adults and ensure that the teaching delivered by staff is not influenced by their personal beliefs and attitudes.

The teaching offered will be complementary and supportive to the role of parents/carers, and staff will have regard to parents'/carers' views about content and presentation. Parents/carers do not have the right to withdraw their children from Relationships or Health Education as this is a statutory requirement/part of the science curriculum. At a secondary school level, parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Parents/carers are encouraged to discuss the decision to remove their child from Sex Education at the earliest opportunity and discuss any queries they may have with the delivering teacher if appropriate. If withdrawal is sought, parents must do so in writing to the Head Teacher.

Relationships Education, RSE and Health Education is firmly embedded in the PSHE framework.

At Sitwell Junior School, the Rotherham School Improvement Service Primary Personal, Social and Health Education Scheme of Work for Years 1-6 is used to deliver statutory Relationships and Health Education. This is adapted by class teachers to ensure that learning is age-appropriate and developmentally appropriate for all children, including those with special educational needs. In addition, outside agencies and professionals are invited into school to lead assemblies and workshops with classes/groups of children.

At Oakwood High School RSE will mainly be delivered through MAP lessons (Making Aspirations Possible). This is an integral part of our whole school PSHE provision and will cover healthy relationships and staying safe. Lessons are derived from the PSHE Association recommended program of study and are quality assured by the Leader of Learning for this curriculum area. A safe learning environment will be established by agreed ground rules with the class. We will ensure that our RSE is matched to the needs of our pupils by consultation with ARC and ensuring pupils needs are reflected in planning. Where relevant, outside agencies and professionals may assist in content delivery. Some topics will also be covered in the Science curriculum.

At Thomas Rotherham College RSE and relationships education is mainly delivered through the student briefing programmes. Students attend sessions which enable them to explore issues such as abuse, child sexual exploitation, grooming, healthy relationships and sexual health. Where relevant outside expertise is utilised via agencies and professionals to deliver key content. Outside agencies and professionals regularly visit the college to provide sexual health and healthy relationships guidance to students. The tutorial programmes also provide students with the opportunity to engage in the issues surrounding emotional health and wellbeing.

It is recognised that for some areas of discussion, it may be more appropriate to deliver information in single gender groups. When this occurs, the same curriculum content will be delivered to both male and female pupils when this occurs.

It is acknowledged that as Relationships, RSE and Health Education deals with some sensitive issues, the following points are important:

- Clear ground rules will be established prior to discussions in Relationships, RSE and Health Education (in our academies) to ensure that appropriate boundaries are set and to ensure no pupil feels embarrassed or uncomfortable about the topics being discussed.
- Correct terminology will be used when naming body parts, whilst recognising that there may be 'family' words that may be used at home.
- Both boys and girls will need to be prepared for puberty (this may include discussing issues such as wet dreams and menstruation).
- Other issues may arise. Appropriate questions will be answered honestly and openly. Whether this is within a class or on an individual basis will be dependent on the situation. Questions will always be answered sensitively and, where appropriate, Learning Mentor support will be provided.

### **Professional Development**

Every effort will be made to ensure that teaching staff delivering Relationships Education, RSE and Health Education have access to appropriate training; this may include input by the Rotherham School Improvement Team or from the PHSE Association.

### **Resources**

A range of teaching resources will be used to enhance pupils' learning experiences and encourage active participation. This includes the use of resourcing websites, case studies, research, video, small group discussion and, where appropriate, guest speakers, outside agencies and workshops.

## Assessment, Monitoring and Evaluation

Relationships Education, RSE and Health Education is monitored through lesson planning, learning walks, classroom observations and work scrutiny.

## Consultation and Review

This policy is available on request from school offices. This policy will be reviewed in full by the Trust Governor Safeguarding Panel on an annual basis.

<b>Developed by:</b>	Sarah Walker, Angela Samuel, Andrew Amery		
<b>Approval:</b>	<b>Committee:</b> Safeguarding	<b>Signature of Chair:</b>	<b>Date:</b>
<b>Review Date:</b>			

# YEAR 3

	Autumn Term		Spring Term		Summer Term	
<b>Scheme of Work</b>	<u>Term 1.1</u>	<u>Term 1.2</u>	<u>Term 2.1</u>	<u>Term 2.2</u>	<u>Term 3.1</u>	<u>Term 3.2</u>
	The caring school and Feelings, friends and friendships <i>6 lessons</i>	Relationships, loss and separation <i>6 lessons</i>	Choices, emotions and difference <i>6 lessons</i>	My healthy body – Taking responsibility for my healthy lifestyle <i>6 lessons</i>	Keeping myself safe <i>5 lessons</i>	The world of drugs <i>6 lessons</i>
<b>SEAL</b>	NB SNTB GOFO	CH R	NB	GFG	GOFO SNTB GTBM	GTBM

# YEAR 4

	Autumn Term		Spring Term	Summer Term	
<b>Scheme of Work</b>	<u>Term 1.1</u>	<u>Term 1.2</u>	<u>Term 2.1 and Term 2.2</u>	<u>Term 3.1</u>	<u>Term 3.2</u>
	The caring school and Feelings, friends and friendships <i>6 lessons</i>	Respecting the difference between people <i>6 lessons</i>	My healthy body and Caring for my body <i>9 lessons</i>	Keeping myself safe <i>5 lessons</i>	The world of drugs <i>3 lessons</i>
<b>SEAL</b>	SNTB GOFO R	CH R SNTB	GFG NB	GOFO SNTB	GTBM

# YEAR 5

	Autumn Term		Spring Term	Summer Term	
<b>Scheme of Work</b>	<u>Term 1.1</u> The caring school and Bullying, pressure and risks 6 lessons	<u>Term 1.2</u> Me and my relationships 7 lessons	<u>Term 2.1 and 2.2</u> Healthy lifestyles 7 lessons	<u>Term 3.1</u> Growing up – Relationships and responsibilities of puberty 5 lesson	<u>Term 3.2</u> The world of drugs 7 lessons
<b>SEAL</b>	NB SNTB GOFO	CH R	GFG GTBM	R CH	GTBM

# YEAR 6

	Autumn Term		Spring Term	Summer Term	
<b>Scheme of Work</b>	<u>Term 1.1</u> The caring school and Growing up - relationships 7 lessons	<u>Term 1.2</u> Emotions and transition to Secondary School 5 lessons	<u>Term 2.1 and 2.2</u> Growing up – responsibilities 6 lessons	<u>Term 3.1</u> Rollercoaster: The ups and downs of puberty 6 lessons	<u>Term 3.2</u> The world of drugs and keeping safe online 7 lessons
<b>SEAL</b>	NB CH R GOFO	GFG CH	GTBM NB	CH R	GTBM



## Appendix 2 – OHS PSHE Scheme of Learning 2019-20

### Overview of PSHE Scheme of work for Year 7 RSE

No.	TITLE	LEARNING OUTCOMES	Key Terms
7.9	Body Changes	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Understand that puberty is one of the many changes they will experience</li> <li>• Recognise and understand the changes taking place in their bodies</li> <li>• Identify the changes in boy and girls</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• Hormones</li> </ul>
7.10-13	Personal Hygiene	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Recognise good personal hygiene</li> <li>• Identify means of managing hygiene during puberty</li> <li>• Understand links between personal hygiene and health</li> </ul>	<ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Body Odour</li> </ul>
7.14-15	Emotional Changes	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Recognise the range of feelings and attitudes caused by hormonal changes</li> <li>• Devise strategies for coping with mood swings</li> <li>• Understand emotional changes effect boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>• Hormones</li> <li>• PMT</li> </ul>
7.16	Romance and Relationships	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Explore what can be expected as someone becomes romantically attracted</li> <li>• Explore what is and isn't appropriate in romantic situations</li> </ul>	<ul style="list-style-type: none"> <li>• Dopamine</li> <li>• Infatuation</li> </ul>
7.17	Keeping Safe and Positive Relationships	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Explore some ways of avoiding dangerous relationships and maintaining positive ones.</li> <li>• Analyse how the internet could be used to form unhealthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Cyber Bullying</li> <li>• Paedophile</li> <li>• Domestic abuse</li> </ul>
7.18	Families	<p>Pupils will be able to</p> <ul style="list-style-type: none"> <li>• Identify different types of families</li> <li>• Describe the changes in family roles</li> <li>• Explain the changes and why we learn about different families</li> </ul>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Marriage</li> <li>• Civil Partnership</li> </ul>

### Overview of PSHE Scheme of work for Year 8 Term 2 RSE

No.	TITLE	LEARNING OUTCOMES	Key Terms
8.14	Are You Healthy?	Pupils will be able to: <ul style="list-style-type: none"> <li>Identify the benefits of active living</li> <li>Assess personal habits</li> <li>Set targets to maintain healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Active living</li> <li>Personal Health</li> <li>Healthy</li> </ul>
8.15	Family	Pupils will be able to: <ul style="list-style-type: none"> <li>Recognise similarities and differences between families</li> <li>Understand roles and responsibilities within families</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Extended family</li> <li>Love</li> </ul>
8.16	Friendships and Love	Pupils will be able to: <ul style="list-style-type: none"> <li>Recognise what makes a good friendship</li> <li>Distinguish between different types of love</li> <li>Understand puberty can lead to changes in relationships</li> </ul>	<ul style="list-style-type: none"> <li>Friendship</li> <li>Attraction</li> <li>Relationships</li> </ul>
8.17	Body Image and the Media	Pupils will be able to: <ul style="list-style-type: none"> <li>Explain how the media can distort our views on how people should and do look</li> <li>Critically reflect the role of the media</li> </ul>	<ul style="list-style-type: none"> <li>Airbrushing</li> <li>Digital Enhancement</li> <li>Photo Manipulation</li> </ul>
8.18	Self Esteem	Pupils will be able to: <ul style="list-style-type: none"> <li>Explain the relationship between self-esteem and how they see themselves</li> <li>Develop assertiveness in order to resist peer pressure</li> <li>Consider how to keep safe when meeting new people</li> </ul>	<ul style="list-style-type: none"> <li>Self esteem</li> <li>Confidence</li> <li>Crush</li> <li>Love</li> </ul>
8.19	Personal Safety	Pupils will be able to: <ul style="list-style-type: none"> <li>Create a resource that teaches others how to stay safe on 1<sup>st</sup> dates, or 1<sup>st</sup> meetings</li> <li>Know how to ask for help and support</li> <li>Resist peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>Personal safety</li> <li>Online safety</li> </ul>
8.20	Sexual Activity – Consent and Consequences	<ul style="list-style-type: none"> <li>To know the benefits of a committed relationship</li> <li>To understand the law relating to consent and sexual activity</li> <li>To know the potential cost of early sexual behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Sexual relationships</li> <li>Consent</li> <li>Consequences</li> </ul>
8.21	Assertiveness and Personal Safety	<ul style="list-style-type: none"> <li>To be able to make safe decisions in relationships</li> <li>How a good relationship can promote well being</li> <li>To learn about contraception and sources of advice and support</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Safe Sex</li> <li>Contraception</li> </ul>

### Overview of PSHE Scheme of work for Year 9 RSE

No.	TITLE	LEARNING OUTCOMES	Key Terms
9.8	Relationships	Pupils will be able to; <ul style="list-style-type: none"> <li>• Recognise signs of a healthy/unhealthy relationship</li> <li>• Identify behaviours that are abusive or exploitative</li> <li>• Identify strategies for ending relationships effectively and sensitively</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship</li> <li>• Exploitation</li> <li>• Abuse</li> </ul>
9.9	Reproduction	Pupils will be able to; <ul style="list-style-type: none"> <li>• Identify parts of the body that are involved in reproduction</li> <li>• Understand the reproductive process and its stages</li> <li>• Identify physical and emotional changes that occur during adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Fertilisation</li> <li>• Reproduction</li> <li>• Foetus</li> </ul>
9.10	Child Development	Pupils will be able to; <ul style="list-style-type: none"> <li>• Understand the roles and responsibilities of the parent in child development</li> <li>• Recognise the skills and qualities needed to be a good parent</li> </ul>	<ul style="list-style-type: none"> <li>• Development</li> <li>• Milestones</li> </ul>
9.11	Consent	Pupils will be able to; <ul style="list-style-type: none"> <li>• Recognise what consent means and why it is so important</li> <li>• Recognise that consent is sought, given and not given in a healthy relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Consent</li> <li>• Healthy relationship</li> <li>• Rape</li> </ul>
9.12	Contraception	Pupils will be able to; <ul style="list-style-type: none"> <li>• Know what contraception is</li> <li>• Consider the different methods of contraception</li> <li>• Understand their effectiveness at not just preventing pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual intercourse</li> <li>• Contraception</li> <li>• Safe sex</li> <li>• Birth control</li> </ul>
9.13	STI	Pupils will be able to; <ul style="list-style-type: none"> <li>• Explore the signs and symptoms of STI's</li> <li>• Know where to seek health and advice on sexual health</li> </ul>	<ul style="list-style-type: none"> <li>• Infection</li> <li>• Bacterial</li> <li>• Symptoms</li> </ul>
9.14	LGBT?	Pupils will be able to: <ul style="list-style-type: none"> <li>• Understand the key terms</li> <li>• Explore issues some people may experience relating to sexual identity</li> <li>• Know the law relating to discrimination in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Homosexual</li> <li>• Homophobic</li> <li>• Stereotype</li> <li>• Discrimination</li> </ul>
9.15	Periods	Pupils will be able to; <ul style="list-style-type: none"> <li>• Revise knowledge around puberty</li> <li>• Understand the female menstrual cycle</li> <li>• Explore strategies for overcoming issues relating to periods</li> </ul>	<ul style="list-style-type: none"> <li>• Periods</li> <li>• Menstrual cycle</li> </ul>
9.16	Sexting	Pupils will be able to; <ul style="list-style-type: none"> <li>• Understand the risks of sharing digital images</li> <li>• Understand the law on sharing digital images (nudes)</li> <li>• Consider how to promote online safety</li> </ul>	<ul style="list-style-type: none"> <li>• Digital images</li> <li>• Sexting</li> <li>• nudes</li> </ul>

### **Overview of PSHE Scheme of work for Year 10 RSE**

<b>No.</b>	<b>TITLE</b>	<b>LEARNING OUTCOMES</b>	<b>Key Terms</b>
10.	Cohesion	Pupils will be able to; <ul style="list-style-type: none"> <li>• Describe ways in which community cohesion can improve society</li> <li>• Explain in more detail why community cohesion is so important and what consequences can be without it</li> <li>• Evaluate positive and negative consequences of poor community cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Community Cohesion</li> <li>• Economic Migration</li> <li>• Political Migration</li> </ul>
10.	Conflict Management	Pupils will be able to; <ul style="list-style-type: none"> <li>• Identify at least 3 new strategies to resolve and manage conflict</li> <li>• Describe in detail how you could resolve or manage different conflicts</li> <li>• Explain why some conflict strategies would work better than others</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Management</li> <li>• Resolution</li> </ul>
10.	Forced Marriage	Pupils will be able to; <ul style="list-style-type: none"> <li>• Correctly identify the difference between an arranged marriage and a forced marriage</li> <li>• Describe where victims can get help</li> </ul>	<ul style="list-style-type: none"> <li>• Arranged marriage</li> <li>• Forced marriage</li> <li>• Family honour</li> </ul>
10.	Why is it important to learn about identities, including gender and trans identity	Pupils will be able to; <ul style="list-style-type: none"> <li>• Identify the differences between sex and gender</li> <li>• Explore your own opinions on 'gendering'</li> <li>• Analyse how schools can become more trans-friendly and create a diversity code</li> </ul>	<ul style="list-style-type: none"> <li>• Trans</li> <li>• Transitioning</li> <li>• Gender</li> </ul>
10	Same sex relationships	Pupils will be able to; <ul style="list-style-type: none"> <li>• Correctly identify ways that homosexual and heterosexual relationships are the same and different</li> <li>• Describe the challenges that people in same sex relationships face and the meaning of LGBTQAI+</li> </ul>	<ul style="list-style-type: none"> <li>• Homosexual relationship</li> <li>• Heterosexual relationship</li> <li>• LGBTQAI+</li> </ul>
10.	Being a new parent	Pupils will be able to; <ul style="list-style-type: none"> <li>• All the different challenges a new parent face</li> <li>• Describe the different methods of parenting</li> <li>• Offer a variety of solutions to case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Parenting styles</li> <li>• Parental leave</li> </ul>
10.	Role Models	Pupils will be able to; <ul style="list-style-type: none"> <li>• Identify what makes someone a positive or negative role model</li> <li>• Describe in detail issues that young people face when they idolise poor role model</li> <li>• Explain how we see more negative than positive role models in the media</li> </ul>	<ul style="list-style-type: none"> <li>• Role Model</li> <li>• Idolise</li> <li>• Self Esteem</li> </ul>
10	Sexism and Gender Prejudice	Pupils will be able to; <ul style="list-style-type: none"> <li>• Rank excuses for prejudice in to how dangerous they can be</li> <li>• Explain the main reasons why women are often treated different to men</li> </ul> Analyse whether certain elements of UK society are perpetuating gender prejudice	
10.	Stalking and harassment	Pupils will be able to; <ul style="list-style-type: none"> <li>• Describe what constitutes stalking and harassment</li> <li>• Explain how victims are targeted</li> </ul> Analyse why some people don't take stalking seriously	
10.	Keeping safe on Social Media (Revenge Porn)	Pupils will be able to; <ul style="list-style-type: none"> <li>• Correctly identify what to do to prevent revenge porn</li> <li>• Describe long and short term consequences of sharing intimate power</li> <li>• Use correct terminology, explain the legal short and long term consequences for perpetrators and victims.</li> </ul>	<ul style="list-style-type: none"> <li>• Revenge Porn</li> <li>• Takedown Policy</li> <li>• Up-skirting</li> </ul>

### Overview of PSHE Scheme of work for Year 11 RSE

No.	TITLE	LEARNING OUTCOMES	Key Terms
11	Relationships	Pupils will be able to; <ul style="list-style-type: none"> <li>• recognize signs that a relationship is in trouble</li> <li>• identify behaviours that are abusive or exploitative in relationships</li> <li>• identify strategies for ending relationships effectively and sensitively</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship</li> <li>• Exploitation</li> <li>• Abuse</li> </ul>
11	Sexting	Pupils will be able to; <ul style="list-style-type: none"> <li>• Understand the risks of the internet</li> <li>• Discuss the risks of growing up in a digital world and how to promote online safety</li> </ul>	<ul style="list-style-type: none"> <li>• Sexting</li> <li>• Digital Pornography</li> </ul>
11	Stalking And Harassment	Pupils will be able to; <ul style="list-style-type: none"> <li>• Describe what constitutes stalking and harassment</li> <li>• Explain how victims are targeted</li> <li>• Analyse why some people don't take stalking seriously</li> </ul>	<ul style="list-style-type: none"> <li>• Stalking</li> <li>• Harassment</li> </ul>
11	Consent	Pupils will be able to; <ul style="list-style-type: none"> <li>• To understand what consent means and why it is so important.</li> <li>• To recognize when someone is consenting and when they are not.</li> <li>• To understand how consent is sought, given and not given in a healthy relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Consent</li> <li>• Healthy relationship</li> <li>• Rape</li> </ul>
11	Forced And Arranged Marriages	Pupils will be able to; <ul style="list-style-type: none"> <li>• Correctly identify the difference between an arranged marriage and a forced marriage</li> <li>• Describe where victims can get help</li> </ul>	<ul style="list-style-type: none"> <li>• Arranged marriage</li> <li>• Forced marriage</li> <li>• Family honour</li> </ul>
11	Same Sex Relationships	Pupils will be able to; <ul style="list-style-type: none"> <li>• Correctly identify ways that homosexual and heterosexual relationships are the same and different</li> <li>• Describe the challenges that people in same sex relationships face and the meaning of LGBTQAI+</li> </ul>	<ul style="list-style-type: none"> <li>• Homosexual relationship</li> <li>• Heterosexual relationship</li> <li>• LGBTQAI+</li> </ul>
11	Being A Parent	Pupils will be able to; <ul style="list-style-type: none"> <li>• All the different challenges a new parent face</li> <li>• Describe the different methods of parenting</li> <li>• Offer a variety of solutions to case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Parenting styles</li> <li>• Parental leave</li> </ul>

## Appendix 3 – TRC Tutorial Scheme of Learning Outline 2019-20



**TRC**  
THOMAS ROTHERHAM COLLEGE

# TUTORIAL SCHEME OF LEARNING 2019-20

W/C	Year 13 Programme	Year 12 Programme	Level 2 Programme	Year 13 Student Briefing	Year 12 Student Briefing
2 <sup>nd</sup> Sept	Welcome Back	New Students Tutorial IT log-on and online safety Role of Tutor Tutorial Programme	New Students' Tutorial IT log-on and online safety Role of Tutor Tutorial Programme		Welcome to College Principal's Expectations
9 <sup>th</sup> Sept	Reflect on Year 12 Perceptions of Different Pathways Identify as UCAS or JR student	Rights and Responsibilities Enrichment	Employability Skills Enrichment	Welcome Back Principal's Expectations	
16 <sup>th</sup> Sept	UCAS Next Steps and Personal Statements JR students to attend careers appointment before Oct half term and JR event	Flipped Learning LRC Induction	CLASS visit		Safeguarding Online Safety British Values and Prevent Emma Hadfield Confirmed
23 <sup>th</sup> Sept	UCAS Next Steps and Personal Statements JR students to attend careers appointment and JR event before Oct half term	Attendance and Disciplinary BV and Prevent Sign Pledge	Attendance and Disciplinary BV and Prevent Sign Pledge	Safeguarding inc. anti- radicalisation refresher Support Available at College Extra-Curricular	
30 <sup>th</sup> Sept	1-1s Info on Prevent Sign Pledge	Study Skills	1-1s		Mental Health and Wider Support in College
7 <sup>th</sup>	1-1s Info on Prevent	1-1s	1-1s	Mental Health	

Oct	Sign Pledge	Check on settling in		and Wider Support in College	
14 <sup>th</sup> Oct	1-1s Info on Prevent JR Event TBC? Sign Pledge	1-1s Check on settling in	1-1s		
21 <sup>nd</sup> Oct	1-1s Info on Prevent JR Event TBC? Sign Pledge	1-1s Check on settling in	1-1s		Hate Crime Chris Nicholson
28 <sup>th</sup> Oct			Half Term		
4 <sup>th</sup> Nov	Employability Skills JR Event TBC?	Physical and Emotional Health	Anti-radicalisation		Knife Crime Ways to make the most of Year 12 Extra-Curricular Nominated Charity
11 <sup>th</sup> Nov	1-1s	Employability Skills	Options after L2		
18 <sup>th</sup> Nov	1-1	1-1s	1-1s Info on CVs and Cover Letters	Sexual Health Yorkshire MESMAC	
25 <sup>th</sup> Nov	1-1	1-1s	1-1s		
2 <sup>nd</sup> Dec	1-1	1-1s	1-1		
9 <sup>th</sup> Dec	1-1	1-1s	1-1	County Lines	
16 <sup>th</sup> Dec	1-1	1-1s	1-1		County Lines
23 <sup>rd</sup> Dec			Christmas Holiday		
30 <sup>th</sup> Dec					

6 <sup>th</sup> Jan	Revision	Democracy	Making your TRC application		Options after TRC
13 <sup>th</sup> Jan	1-1s	1-1s	Returning to TRC	UCAS/Apprenticeships /Employment Next Steps	
20 <sup>th</sup> <sup>t</sup> Jan	1-1s	1-1s	1-1s		
27 <sup>th</sup> Jan	1-1s	1-1s	1-1s		
3 <sup>rd</sup> Feb	1-1s	1-1s	1-1s		
10 <sup>th</sup> Feb	1-1s	1-1s	1-1s		
GB3					
17 <sup>th</sup> Feb			Half Term		
24 <sup>th</sup> Feb	No Tutorial U6 Mock Exam Week	Options after TRC Focus on Higher Education	Completion of TRC Application Online		Railway Safety Enrichment Opportunities
2 <sup>nd</sup> Mar	1-1s	1-1s	1-1s	Revision	
9 <sup>th</sup> Mar	1-1s	1-1s	1-1s		
16 <sup>th</sup> Mar	1-1s	1-1s	1-1s		
23 <sup>rd</sup> Mar	1-1s	1-1s	1-1s	Stress Management MALLE	
30 <sup>th</sup> Mar	1-1s	1-1s	1-1s		
6 <sup>st</sup> Apr			Easter Holiday		
13 <sup>th</sup> April			Easter Holiday		
20 <sup>th</sup> April	Final Whole Group Session	UCAS Part 1	Final Whole Group Session		Revision???
27 <sup>th</sup> April	1-1s	1-1s	1-1s		



4 <sup>th</sup> May	1-1s	1-1s	1-1s		
11 <sup>th</sup> May	1-1s	1-1s	1-1s	End of Year Arrangements	
18 <sup>th</sup> May	1-1s	1-1s	1-1s		
25 <sup>th</sup> May			Half Term		
1 <sup>st</sup> June		UCAS Part 2			
8 <sup>th</sup> June		Intervention Week			
15 <sup>th</sup> June		Mock Exam Week Applying to Uni Evening 18/6			
22 <sup>nd</sup> June		UCAS Log On Support Session			
29 <sup>th</sup> June		UCAS Log On Support Session			
6 <sup>th</sup> July					