

# 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 'Teaching about relationships, sex and health' (2021)
- 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 Scheme of Work for Years 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 delivered through the post-16 tutorial programme. This offers a blend of classroom-based delivery and discussion combined with a signposting to online resources 'on demand'. Students attend sessions which enable them to explore issues such as abuse, child sexual exploitation, grooming, healthy relationships, sexual health and sexual harassment / sexual violence. Where relevant outside expertise is utilised via agencies and professionals to deliver key content. Outside agencies and professionals visit the college to provide sexual health and healthy relationships guidance to students, with the inclusion of a sexual health clinic provided on site by MESMAC. 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>Policy Review Frequency</b>	2 years
<b>Policy to be approved by</b>	Safeguarding Committee
<b>Date of Review</b>	February 2022
<b>Approved by Chair</b>	
<b>Next Review</b>	February 2024
<b>Lead Professional / External Review</b>	Sarah Walker (Alasdair Grant, Andy Amery)
<b>Communication</b>	Staff Handbook
<b>Document Location</b>	Staff Handbook, Every Compliance System
<b>PA/HR Officer</b>	Leah Carr

## Appendix 1

1. Being me in my World				
	Year 3	Year 4	Year 5	Year 6
a	Recognise my worth and can identify positive things about myself and my achievements.	Understand that my attitudes and actions make a difference to the class team.	Face new challenges positively and know how to set personal goals.	Identify my goals for this year, understand my fears and worries about the future and know how to express them.
b	Face new challenges positively, make responsible choices and ask for help when I need it.	Understand who is in my school community, the roles they play and how I fit in.	Understand my rights and responsibilities as a citizen of my country.	Know that there are universal rights for all children but for many children these rights are not met.
c	Understand why rules are needed and how they relate to rights and responsibilities.	Understand how democracy works through the School Council.	Understand my rights and responsibilities as a citizen of my country and as a member of my school.	Understand that my actions affect other people locally and globally.
d	Understand that my actions affect myself and others and I care about other people's feelings.	Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	Make choices about my own behaviour because I understand how rewards and consequences feel.	Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
e	Make responsible choices and take action.	Understand how groups come together to make decisions.	Understand how an individual's behaviour can impact on a group	Understand how an individual's behaviour can impact on a group.
f	Understand my actions affect others and try to see things from their points of view.	Understand how democracy and having a voice benefits the school community.	Understand how democracy and having a voice benefits the school community and know how to participate in this.	Understand how democracy and having a voice benefits the school community.

<b>2. Celebrating Difference</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Understand that everybody's family is different and important to them.	Understand that, sometimes, we make assumptions based on what people look like.	Understand that cultural differences sometimes cause conflict.	Understand there are different perceptions about what normal means.
<b>b</b>	Understand that differences and conflicts sometimes happen among family members.	Understand what influences me to make assumptions based on how people look.	Understand what racism is.	Understand how being different could affect someone's life.
<b>c</b>	Know what it means to be a witness to bullying.	Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.	Understand how rumour-spreading and name-calling can be bullying behaviours.	Explain some of the ways in which one person or a group can have power over another.
<b>d</b>	Know that witnesses can make the situation better or worse by what they do.	Explain why witnesses sometimes join in with bullying and sometimes don't tell.	Explain the difference between direct and indirect types of bullying.	Know some of the reasons why people use bullying behaviours.
<b>e</b>	Recognise that some words are used in hurtful ways.	Identify what is special about me and value the ways in which I am unique.	Compare my life with people in the developing world.	Give examples of people with disabilities who lead amazing lives.
<b>f</b>	Recall a time when my words affected someone's feelings and what the consequences were.	Describe a time when my first impression of someone changed when I got to know them.	Understand a different culture from my own.	Explain ways in which difference can be a source of conflict and a cause for celebration.

<b>3. Dreams and Goals</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Discuss a person who has faced difficult challenges and achieved success.	Describe some of my hopes and dreams.	Understand that I will need money to help me achieve some of my dreams.	Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).
<b>b</b>	Identify a dream/ambition that is important to me.	Understand that sometimes hopes and dreams do not come true and that this can hurt.	Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.	Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.

<b>c</b>	Enjoy facing new learning challenges and working out the best ways for me to achieve them.	Know that reflecting on positive and happy experiences can help me to counteract disappointment.	Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.	Identify problems in the world that concern me and talk to other people about them.
<b>d</b>	Remain motivated and enthusiastic about achieving our new challenges.	Know how to make a new plan and set new goals even if I have been disappointed.	Describe the dreams and goals of young people in a culture different to mine.	Work with other people to help make the world a better place.
<b>e</b>	Recognise obstacles which might hinder my achievement and can take steps to overcome them.	Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.	Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.	Describe some ways in which I can work with other people to help make the world a better place.
<b>f</b>	Evaluate my own learning process and identify how it can be better next time.	Identify the contributions made by myself and others to the group's achievement.	Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.	Know what some people in my class like or admire about me and can accept their praise.

<b>4. Healthy Me</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>a</b>	Understand how exercise affects my body and know why my heart and lungs are such important organs.	Recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	Take responsibility for my health and make choices that benefit my health and well-being.
<b>b</b>	Know that the amount of calories, fat and sugar I put into my body will affect my health.	Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.	Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
<b>c</b>	Tell you my knowledge and attitude towards drugs	Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.	Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.	Understand that some people can be exploited and made to do things that are against the law.

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<b>d</b>	Identify things, people and places that I need to keep safe from.	Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.	Understand how the media, social media and celebrity culture promotes certain body types.	Know why some people join gangs and the risks this involves.
<b>e</b>	Identify when something feels safe or unsafe	Recognise when people are putting me under pressure and can explain ways to resist this when I want.	Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
<b>f</b>	Understand how complex my body is and how important it is to take care of it.	Know myself well enough to have a clear picture of what I believe is right and wrong.	Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

## 5. Relationships

	Year 3	Year 4	Year 5	Year 6
<b>a</b>	Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.	Recognise situations which can cause jealousy in relationships.	Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.	Know that it is important to take care of my mental health.
<b>b</b>	Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.	Identify someone I love and can express why they are special to me.	Understand that belonging to an online community can have positive and negative consequences.	Know how to take care of my mental health.
<b>c</b>	know and use some strategies for keeping myself safe online.	Describe someone I know that I no longer see.	Understand there are rights and responsibilities in an online community or social network.	Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
<b>d</b>	Explain how some of the actions and work of people around the world help and influence my life.	Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.	Know there are rights and responsibilities when playing a game online.	Recognise when people are trying to gain power or control.



e	Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.	Recognise when I am spending too much time using devices (screen time).	Judge whether something online is safe and helpful for me.
f	know how to express my appreciation to my friends and family.	Know how to show love and appreciation to the people and animals who are special to me.	Explain how to stay safe when using technology to communicate with my friends.	Use technology positively and safely to communicate with my friends and family.

6. Changing Me				
	Year 3	Year 4	Year 5	Year 6
a	Understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby.		Show awareness of my own self-image and how my body image fits into that.	Show awareness of my own self-image and how my body image fits into that.
b			Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
c			Describe how boys' and girls' bodies change during puberty.	
d		Know how the circle of change works and can apply it to changes I want to make in my life.		Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.
e	Start to recognise stereotypical ideas I might have about parenting and family roles.	Identify changes that have been and may continue to be outside of my control that I learnt to accept.	Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).	Show awareness of the importance of a positive self-esteem and what I can do to develop it.
f	Identify what I am looking forward to when I move to my next class.	Identify what I am looking forward to when I move to a new class.	Identify what I am looking forward to when I move to my next class.	Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

## Appendix 2 – OHS PSHE Scheme of Learning 2021-22

### 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> </ul>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Marriage</li> <li>• Civil Partnership</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain the changes and why we learn about different families</li> </ul>	
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**Overview of PSHE Scheme of work for Year 8 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>

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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>
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### 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>Concent</li> <li>Heathy 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>
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### Overview of PSHE Scheme of work for Year 10 RSE

No.	TITLE	LEARNING OUTCOMES	Key Terms
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> <p>Analyse whether certain elements of UK society are perpetuating gender prejudice</p>	
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> <p>Analyse why some people don't take stalking seriously</p>	
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> </ul>	<ul style="list-style-type: none"> <li>Revenge Porn</li> <li>Takedown Policy</li> </ul>

		<ul style="list-style-type: none"> <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>Up-skirting</li> </ul>
10.	Impact of media and pornography on sexual attitudes	Pupils will be able to; <ul style="list-style-type: none"> <li>To define the terms Pornography, Culture, Sex, Illegal, Legal, Society</li> <li>Understand the differences and similarities between sex in real relationships and that which is featured in pornography</li> <li>Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self</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>

### 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	FGM	Pupils will be able to; <ul style="list-style-type: none"> <li>Identify what to look out for when a victim may have, or may be soon to experience FGM.</li> <li>Explain how victims are encouraged into the process and reasons why it's often unreported.</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>

### Appendix 3 – TRC Tutorial Scheme of Learning Outline 2021-22



**TRC**  
THOMAS ROTHERHAM COLLEGE

# TUTORIAL SCHEME OF LEARNING 2021-22

W/C	Y12 1-1 Tutor Meetings	Y12 Tutorial on Demand √ = Students' completion of task/s to be monitored by tutor  Student Engagement with other information and/or completion of tasks to be monitored by FHARD	Y12 Induction Seminars/Seminars	Y12 Monitoring Points
30 Aug				
6 Sep		Video of Progress Tutor: Who I am, how I can support you, information on Tutorial on Demand, Unifrog, and the 1-1 meetings.		
13 Sep		Video of Progress Tutor: Who I am, how I can support you, information on Tutorial on Demand, Unifrog and the 1-1 meetings.	<b>My Learning Welcome and Expectations</b> (Your moment to shine; Growth mindset; Keys to success; Resilience; Attendance and punctuality; Mobile phones)  <b>SLT</b> <b>Tutorial</b> Tutorial on demand; 1-1 meetings; Structure and content; What is Unifrog?:	



Relationships Education,  
Sex Education & Health Education Policy  
February 2022

			<p>Meet the Tutors</p> <p><b>FHARD/Tutors</b></p> <p>Safeguarding <b>AAMER/KROBI</b></p>	
20 Sep		<p><b>Online whole group tutorial session in the Tutorial on Demand slot.</b></p> <p><b>Recap on:</b> Who I am, how I can support you, information on Tutorial on Demand, Unifrog, Staying Safe Online and the 1-1 meetings.</p> <p><b>'Tutorial on Demand'</b></p>	<p><b>My Learning</b></p> <p><b>Learn to learn (1)</b></p> <p>Developing good study skills (e.g. organisation, time management, study patterns, out of classroom activity)</p> <p><b>FPEAR/MBLOR</b></p> <p>Support available through CLASS</p> <p><b>MALLE</b></p>	
27 Sep	<p><b>My Progress</b></p> <p><b>1-1s Commence</b></p> <p><b>See all Y12s before Oct half term</b></p>	<p><b>My Future</b></p> <p>Information and task on employability skills ✓</p> <ul style="list-style-type: none"> <li>• What are Employability Skills?</li> <li>• The skills that employers and admission tutors look for</li> <li>• Employer Input</li> <li>• Employability Skills Audit</li> <li>• How to develop employability skills</li> <li>• Civic Action</li> <li>• Volunteering</li> </ul>	<p><b>My Wellbeing</b></p> <p><b>Positive Mental Health and Wellbeing</b></p> <p>Positive Mental Health and Wellbeing; Where and how to access support</p> <p><b>MALLE/Counsellors</b></p>	
4 Oct	<p><b>My Progress</b></p> <p>1-1s</p>		<p><b>My Learning</b></p> <p><b>Learn to learn (2)</b></p> <p>Memory or understanding Memory, revision and deep learning</p> <p><b>FPEAR/MBLOR</b></p>	



<b>11 Oct</b>	<b>My Progress</b> 1-1s	<b>My Wellbeing</b> Information on sexual health and sexual health services in our area.	<b>My Future Employability</b> Careers; Work placement; Future pathways <b>Careers and Work Placement</b>	<b>Check completion of:</b> Personality Profile ✓ Interests Profile ✓ Post 18 Intentions Tool ✓  Not completed by 20 <sup>th</sup> Oct? Book into Independent Learning for w/c 1 <sup>st</sup> Nov.
<b>18 Oct</b>	<b>My Progress</b> 1-1s	<b>My Wellbeing</b> Information and task on British Values and Prevent ✓	<b>My Learning Learn to learn (3)</b> Oracy skills, comprehension skills, research skills Use of the LRC <b>FPEAR/MBLOR/JBART</b>	<b>Check completion of:</b> Personality Profile ✓ Interests Profile ✓ Post 18 Intentions Tool ✓  Not completed by 20 <sup>th</sup> Oct? Book into Independent Learning for w/c 1 <sup>st</sup> Nov.
<b>1 Nov</b>	<b>No 1-1s</b> <b>UCAS WEEK</b> <b>GCSE EXAMS</b> <b>(Maths &amp; English)</b>	<b>My Place</b> Information and tasks to complete in Unifrog: <ul style="list-style-type: none"> <li>• Information on Tutorial on demand, 1-1 meetings, the programme and Unifrog</li> <li>• Personality Profile ✓</li> <li>• Interests Profile ✓</li> <li>• Post 18 Intentions Tool ✓</li> </ul>		
<b>8 Nov</b>	<b>My Progress</b> 1-1s			

	<b>GCSE EXAMS (Maths &amp; English)</b>			
<b>15 Nov</b>	<b>My Progress</b> 1-1s			
<b>22 Nov</b>	<b>My Progress</b> 1-1s	<b>My Wellbeing</b> Information on staying safe: Personal Safety , including sexual harassment – paused		
<b>29 Nov</b>	<b>My Progress</b> 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>• Information and task on British Values and Prevent ✓</li> <li>• Information and task on employability skills ✓</li> </ul> <p>Not completed by 15th Dec? Book into Independent Learning for w/c 3<sup>rd</sup> Jan.</p>
<b>6 Dec</b>	<b>My Progress</b> 1-1s			
<b>13 Dec</b>	<b>My Progress</b> 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>• Information and task on British Values and Prevent ✓</li> <li>• Information and task on employability skills ✓</li> </ul>

				Not completed by 15th Dec? Book into Independent Learning for w/c 3 <sup>rd</sup> Jan.
<b>3 Jan</b>	<b>My Progress</b> 1-1s	<b>My Place</b> Information and task on Democracy ✓ <ul style="list-style-type: none"> <li>• Develop a knowledge of how democracy works in the UK</li> <li>• Develop an understanding of how democracy impacts upon our lives</li> <li>• Develop a deeper understanding of how we can change things if we are unhappy</li> <li>• Youth Parliament</li> <li>• Youth Parliament Elections</li> </ul>		
<b>10 Jan</b>	<b>My Progress</b> 1-1s		<b>My Future</b> <b>Options after TRC</b> <b>Careers/Heppsy</b>	
<b>17 Jan</b>	<b>My Progress</b> 1-1s			
<b>24 Jan</b>	<b>My Progress</b> 1-1s			
<b>31 Jan</b>	<b>My Progress</b> 1-1s			<b>Check completion of:</b> <ul style="list-style-type: none"> <li>• Information and task on Democracy ✓</li> </ul>

				Not completed by 12 <sup>th</sup> Feb? Book into Independent Learning for w/c 28 <sup>th</sup> Feb.
<b>7 Feb</b>	<b>My Progress</b> 1-1s			
<b>14 Feb</b>	<b>My Progress</b> 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on Democracy ✓</li> </ul> <p>Not completed by 12<sup>th</sup> Feb? Book into Independent Learning for w/c 28<sup>th</sup> Feb.</p>
<b>28 Feb</b>	<b>My Progress</b> 1-1s	<p><b>My Future</b></p> <p>Information and Task on Options after TRC ✓</p> <ul style="list-style-type: none"> <li>To recap the four main routes after college</li> <li>To identify the advantages and disadvantages of going to university</li> <li>To confirm what you should be doing now</li> <li>To help you understand university entry criteria</li> <li>To know which courses require work experience</li> <li>To know where you can get help</li> </ul>		
<b>7 Mar</b>	<b>My Progress</b> 1-1s			

<b>14 Mar</b>	<b>My Progress</b> 1-1s			
<b>21 Mar</b>	<b>My Progress</b> 1-1s			<b>Check completion of:</b> <ul style="list-style-type: none"> <li>Information and Task on Options after TRC ✓</li> </ul> Not completed by 6 <sup>th</sup> April? Book into Independent Learning for w/c 25 <sup>th</sup> Feb.
<b>28 Mar</b>	<b>My Progress</b> 1-1s			
<b>4 April</b>	<b>My Progress</b> 1-1s			<b>Check completion of:</b> <ul style="list-style-type: none"> <li>Information and Task on Options after TRC ✓</li> </ul> Not completed by 6 <sup>th</sup> April? Book into Independent Learning for w/c 25 <sup>th</sup> Feb.
<b>25 Apr</b>	<b>My Progress</b> 1-1s		<b>My Learning Revision Session</b> Preparation for Mock Exams <b>T&amp;L Coaches</b>	
<b>2 May</b>	<b>My Progress</b> 1-1s	<b>My Wellbeing</b> Information on stress management	<b>My Progress</b> <b>WG UCAS The Basics</b> <ul style="list-style-type: none"> <li>What is UCAS?</li> <li>What will I have to do in my application?</li> </ul>	

			<ul style="list-style-type: none"> <li>• When do I have to finish my application by?</li> <li>• How much does it cost?</li> <li>• What is the personal statement?</li> <li>• How to structure your personal statement</li> <li>• What are employability skills?</li> <li>• Writing about employability skills in university/job/Apprenticeship applications.</li> <li>• Creating paragraphs for your Personal Statement/job/Apprenticeship applications</li> </ul>	
9 May	My Progress 1-1s	My Future Information and task on personal statements ✓		
16 May	My Progress 1-1s			<b>Check completion of:</b> <ul style="list-style-type: none"> <li>• Information and task on personal statements ✓</li> </ul> <p>Not completed by 25<sup>th</sup> May? Book into Independent Learning for w/c 6<sup>th</sup> June.</p>
23 May	My Progress 1-1s			<b>Check completion of:</b> <ul style="list-style-type: none"> <li>• Information and task on personal statements ✓</li> </ul>

				Not completed by 25 <sup>th</sup> May? Book into Independent Learning for w/c 6 <sup>th</sup> June.
6 Jun	My Progress 1-1s			
13 Jun	My Progress 1-1s			
20 Jun	My Progress 1-1s	My Future Information and task on logging into UCAS and starting UCAS application ✓		
27 Jun	Mock Exam Week?			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on logging into UCAS and starting UCAS application ✓</li> </ul> <p>Not completed by 6<sup>th</sup> July? Contact home.</p>
4 Jul	Training Tutors Finish Thur 7 <sup>th</sup> July			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on logging into UCAS and starting UCAS application ✓</li> </ul> <p>Not completed by 6<sup>th</sup> July? Contact home.</p>

W/C	Y13 1-1 Tutor Meetings	Y13 Tutorial on Demand ✓ = Students' completion of task/s to be monitored by tutor  Student Engagement with other information and/or completion of tasks to be monitored by FHARD  JR Input = JR students are sent different resources by LBART	Y13 Induction Seminars/Seminars	Y13 Monitoring Points
30 Aug				
6 Sep		Video of Progress Tutor: Who I am, how I can support you, information on Tutorial on Demand, Unifrog and the 1-1 meetings		
13 Sep		Online whole group tutorial session in the Tutorial on Demand slot. <b>Recap on:</b> Who I am, how I can support you, information on Tutorial on Demand, Unifrog, Recap on Online Safety and the 1-1 meetings.  'Tutorial on Demand'		
20 Sep 1-1s Commence	My Progress 1-1s			



See all Y13s before Oct half term				
27 Sep	My Progress 1-1s	<p><b>My Learning My Future</b></p> <p>Information and tasks on:</p> <ul style="list-style-type: none"> <li>• Challenges in Year 13 ✓</li> <li>• Reflect on performance in Year 12 ✓</li> <li>• Good Study Habits ✓</li> <li>• Growth Mindset ✓</li> <li>• Where should you be with your UCAS/Employment/Apprenticeship Application(s)/search <b>JR Input 1</b></li> <li>• Process for Submitting UCAS Applications</li> </ul>		
4 Oct	My Progress 1-1s			
11 Oct	My Progress 1-1s	<p><b>My Wellbeing</b></p> <p>Information and task on British Values and Prevent ✓</p>		<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>• Challenges in Year 13 ✓</li> <li>• Reflect on performance in Year 12 ✓</li> <li>• Good Study Habits ✓</li> <li>• Growth Mindset ✓</li> <li>• <b>JR Input 1</b></li> </ul>

				Not completed by 20 <sup>th</sup> Oct? Book into Independent Learning for w/c 1 <sup>st</sup> Nov.
18 Oct	My Progress 1-1s	<p><b>My Wellbeing</b></p> <p>Information on sexual health and sexual health services in our area.</p>		<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>• Challenges in Year 13 ✓</li> <li>• Reflect on performance in Year 12 ✓</li> <li>• Good Study Habits ✓</li> <li>• Growth Mindset ✓</li> <li>• <b>JR Input 1</b></li> </ul> <p>Not completed by 20<sup>th</sup> Oct? Book into Independent Learning for w/c 1<sup>st</sup> Nov.</p>
1 Nov	No 1-1s UCAS WEEK GCSE EXAMS (Maths & English)	<p><b>My Future</b></p> <p>Information and task on employability skills ✓</p> <ul style="list-style-type: none"> <li>• What are Employability Skills?</li> <li>• The skills that employers and admission tutors look for</li> <li>• Employability Skills Audit</li> <li>• How to develop employability skills</li> <li>• Civic Action and volunteering <b>JR Input 2</b></li> </ul> <p>Move to later do a MOOC for UCAS/job/apprenticeship applications</p>		
8 Nov	My Progress 1-1s			
15 Nov	My Progress 1-1s			

22 Nov	My Progress 1-1s	<p><b>My Wellbeing</b></p> <p>Information on staying safe: Personal Safety, including sexual harassment – paused</p>		
29 Nov	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on British Values and Prevent ✓</li> <li>Information and task on employability skills ✓</li> <li><b>JR Input 2</b></li> </ul> <p>Not completed by 15th Dec? Book into Independent Learning for w/c 3<sup>rd</sup> Jan.</p>
6 Dec	My Progress 1-1s			
13 Dec	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on British Values and Prevent ✓</li> <li>Information and task on employability skills ✓</li> <li><b>JR Input 2</b></li> </ul> <p>Not completed by 15th Dec? Book into Independent Learning for w/c 3<sup>rd</sup> Jan.</p>
3 Jan	My Progress 1-1s	<p><b>My Future</b></p> <p>Information and task on: ✓</p> <ul style="list-style-type: none"> <li>Revision</li> </ul>		

10 Jan	My Progress 1-1s			
17 Jan	My Progress 1-1s		My Future Next Steps UCAS Applications; Student Finance; Job/Apprenticeship Search Careers/ FHARD	
24 Jan	My Progress 1-1s	My Future Information and task on Interviews: ✓ <ul style="list-style-type: none"> <li>The different types of interviews</li> <li>Interview techniques</li> <li>Types of questions</li> <li>The STAR method JR Input 3</li> </ul> Add info on Student Finance		
31 Jan	My Progress 1-1s			Check completion of: <ul style="list-style-type: none"> <li>Information and task on Revision ✓</li> </ul> Not completed by 12 <sup>th</sup> Feb? Book into Independent Learning for w/c 28 <sup>th</sup> Feb.
7 Feb	My Progress 1-1s			
14 Feb	My Progress 1-1s			Check completion of: <ul style="list-style-type: none"> <li>Information and task on Revision ✓</li> </ul>

				Not completed by 12 <sup>th</sup> Feb? Book into Independent Learning for w/c 28 <sup>th</sup> Feb.
<b>28 Feb</b>	<b>My Progress 1-1s</b>	<b>My Wellbeing</b> Information and task on Transitional Skills ✓ <ul style="list-style-type: none"> <li>• Finance</li> <li>• Budgeting</li> <li>• Becoming more independent</li> <li>• Living independently <b>JR Input 4</b></li> </ul>		
<b>7 Mar</b>	<b>My Progress 1-1s</b>		<b>My Learning Revision</b> T & L Coaches	
<b>14 Mar</b>	<b>My Progress 1-1s</b>	<b>My Wellbeing</b> Information and on Stress Management		
<b>21 Mar</b>	<b>My Progress 1-1s</b>			<b>Check completion of:</b> <ul style="list-style-type: none"> <li>• Information and task on Interviews ✓</li> <li>• Information and task on Transitional Skills ✓</li> <li>• <b>JR Input 3 and 4</b></li> </ul> Not completed by 6 <sup>th</sup> Apr? Book into Independent Learning for w/c 25 <sup>th</sup> April .

28 Mar	My Progress 1-1s			
4 Apr	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>• Information and task on Interviews✓</li> <li>• Information and task on Transitional Skills ✓</li> <li>• <b>JR Input 3 and 4</b></li> </ul> <p>Not completed by 6th Apr? Book into Independent Learning for w/c 25<sup>th</sup> April .</p>
25 Apr		<ul style="list-style-type: none"> <li>• <b>Leavers' Information JR Input 5</b></li> </ul>		
2 May	My Progress 1-1s			
9 May	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>• <b>JR Input 5</b></li> </ul> <p>Not completed by 25<sup>th</sup> May? Send reminders.</p>
16 May	My Progress 1-1s			

23 May	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>• JR Input 5</li> </ul> <p>Not completed by 25<sup>th</sup> May? Send reminders.</p>
6 Jun				
13 Jun				
20 Jun				
27 Jun				
4 Jul				
11 Jul				

W/C	L2 1-1 Tutor Meetings	L2 Tutorial on Demand ✓ = Students' completion of task/s to be monitored by tutor  Student Engagement with other information and/or completion of tasks to be monitored by FHARD	L2 Induction Seminars/Seminars	L2 Monitoring Points
30 Aug				
6 Sep		Video of Progress Tutor: Who I am, how I can support you, information on Tutorial on Demand, Unifrog, and the 1-1 meetings.		
13 Sep		Video of Progress Tutor: Who I am, how I can support you, information on Tutorial on Demand, Unifrog, and the 1-1 meetings.	<p><b>My Learning Welcome and Expectations</b> (Your moment to shine; Growth mindset; Keys to success; Resilience; Attendance and punctuality; Mobile phones)</p> <p><b>SLT Tutorial</b> Tutorial on demand; 1-1 meetings; Structure and content; What is Unifrog?: Meet the Tutors</p> <p><b>FHARD/Tutors</b></p> <p>Safeguarding <b>AAMER/KROBI</b></p>	
20 Sep		Online whole group tutorial session in the Tutorial on Demand slot. Recap on:	<b>My Learning Learn to learn (1)</b>	



		Who I am, how I can support you, information on Tutorial on Demand, Unifrog , Staying Safe Online and the 1-1 meetings.  <b>'Tutorial on Demand'</b>	Developing good study skills (e.g. organisation, time management, study patterns, out of classroom activity)  <b>FPEAR/MBLOR</b>  Support available through CLASS <b>MALLE</b>	
<b>27 Sep 1-1s</b> <b>Commence See all L2s before Oct half term</b>	<b>My Progress 1-1s</b>	<b>My Future</b> Information and task on employability skills ✓ <ul style="list-style-type: none"> <li>• What are Employability Skills? Employer Input</li> <li>• Employability skills audit</li> <li>• How to develop employability skills</li> </ul>	<b>My Wellbeing</b> <b>Positive Mental Health and Wellbeing</b>  Positive Mental Health and Wellbeing; Where and how to access support <b>MALLE/Counsellors</b>	
<b>4 Oct</b>	<b>My Progress 1-1s</b>		<b>My Learning</b> <b>Learn to learn (2)</b>  Memory or understanding Memory, revision and deep learning <b>FPEAR/MBLOR</b>	
<b>11 Oct</b>	<b>My Progress 1-1s</b>	<b>My Wellbeing</b> Information and task on British Values and Prevent ✓	<b>My Future</b> <b>Employability</b> <b>Careers and Work Placement</b>  Careers; Work placement; Future pathways	<b>Check completion of:</b> Personality Profile ✓ Interests Profile ✓ Post 18 Intentions Tool ✓  Not completed by 20 <sup>th</sup> Oct? Book into Independent Learning for w/c 1 <sup>st</sup> Nov.

<b>18 Oct</b>	<b>My Progress 1-1s</b>	<b>My Wellbeing</b> Information on sexual health and sexual health services in our area.	<b>My Learning</b> <b>Learn to learn (3)</b> Oracy skills, comprehension skills, research skills Use of the LRC <b>FPEAR/MBLOR/JBART</b>	<b>Check completion of:</b> Personality Profile ✓ Interests Profile ✓ Post 18 Intentions Tool ✓  Not completed by 20 <sup>th</sup> Oct? Book into Independent Learning for w/c 1 <sup>st</sup> Nov.
<b>1 Nov</b>	<b>No 1-1s</b> <b>UCAS WEEK</b> <b>GCSE EXAMS</b> <b>(Maths &amp; English)</b>	<b>My Future</b> Information and tasks to complete in Unifrog: <ul style="list-style-type: none"> <li>• Information on Tutorial on demand, 1-1 meetings, the programme and Unifrog</li> <li>• Personality Profile ✓</li> <li>• Interests Profile ✓</li> <li>• Post 18 Intentions Tool ✓</li> </ul>		
<b>8 Nov</b>	<b>No 1-1s</b> <b>GCSE EXAMS</b> <b>(Maths &amp; English)</b>			
<b>15 Nov</b>	<b>My Progress 1-1s</b>			
<b>22 Nov</b>	<b>My Progress 1-1s</b>	<b>My Wellbeing</b> Information on staying safe: Personal Safety, including Sexual Harassment – paused		
<b>29 Nov</b>	<b>My Progress 1-1s</b>			<b>Check completion of:</b> <ul style="list-style-type: none"> <li>• Information and task on British Values and Prevent ✓</li> </ul>

				<ul style="list-style-type: none"> <li>Information and task on employability skills ✓</li> </ul> <p>Not completed by 15th Dec? Book into Independent Learning for w/c 3<sup>rd</sup> Jan.</p>
6 Dec	My Progress 1-1s			
13 Dec	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on British Values and Prevent ✓</li> <li>Information and task on employability skills ✓</li> </ul> <p>Not completed by 15th Dec? Book into Independent Learning for w/c 3<sup>rd</sup> Jan.</p>
3 Jan	My Progress 1-1s		My Future Options After Level 2 Careers/LCOOP	
10 Jan	My Progress 1-1s	My Future Information and task on Options After Level 2 ✓		
17 Jan	My Progress 1-1s			
24 Jan	My Progress 1-1s		My Future Making My Application to Study Level 3 at TRC Applications to be submitted by Feb half term	

			FHARD/LCOOP	
31 Jan	My Progress 1-1s	My Future Information and task on making an application to study level 3 at TRC ✓		
7 Feb	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on Options After Level 2 ✓</li> <li>Information and task on making an application to study level 3 at TRC ✓</li> </ul> <p>Not completed by 16<sup>th</sup> Feb? Book into Independent Learning for w/c 28<sup>th</sup> Feb.</p>
14 Feb	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on Options After Level 2 ✓</li> <li>Information and task on making an application to study level 3 at TRC ✓</li> </ul> <p>Not completed by 16<sup>th</sup> Feb? Book into Independent Learning for w/c 28<sup>th</sup> Feb.</p>
28 Feb	My Progress 1-1s			

7 Mar	My Progress 1-1s		My Learning Revision T & L Coaches / LCOOP	
14 Mar	My Progress 1-1s	My Wellbeing Information and task on stress Management ✓		
21 Mar	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on stress Management ✓</li> </ul> <p>Not completed by 6<sup>th</sup> April? Book into Independent Learning for w/c 25<sup>th</sup> April</p>
28 Mar	My Progress 1-1s			<p><b>Check completion of:</b></p> <ul style="list-style-type: none"> <li>Information and task on stress Management ✓</li> </ul> <p>Not completed by 6<sup>th</sup> April? Book into Independent Learning for w/c 25<sup>th</sup> April</p>
4 Apr	My Progress 1-1s			
25 Apr		Leavers' Information		
2 May	My Progress 1-1s			
9	My Progress			

May	1-1s			
16 May	My Progress 1-1s			
23 May	My Progress 1-1s			
6 Jun				
13 Jun				
20 Jun				
27 Jun				
4 Jul				
11 Jul				