



Clifton High School

co-educational nursery school to sixth form

Policy applies from EYFS to Sixth Form	Personal, Social Health and Economic Education (PSHE)
Date policy updated	29.09.2020
Date policy to be reviewed	29.07.2021
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A shaded area denotes a regulation to which all Schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Personal, Social Health and Economic Education (PSHE) enables pupils to become healthy, independent and responsible members of society. At Clifton High School pupils are encouraged to play a positive role in contributing to the life of the school and the wider community. In so doing, Clifton High School help develop their sense of self-worth. Pupils are taught how society is organised and governed and ensures that all pupils experience the process of democracy in school. It is important that the school curriculum is underpinned by a set of common goals and values. These are laid out in the Aims of the School and are reflected in the Misconduct and Discipline Policy.

Related Policies

- Misconduct and Discipline
- Sex and Relationship Education
- Spiritual, Moral, Social and Cultural (SMSC)
- Visiting Speakers

The aims of PSHE are to enable the pupils to

- Expand their spiritual, moral, social, cultural and personal development through opportunities provided and to prepare them for the responsibilities and experiences of life
- Prepare for active and responsible citizenship in our increasingly complex society
- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for everyone regardless of race, gender and mental and physical disability
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Discuss more about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of the community
- Develop their awareness and understanding of political issues in an impartial manner and in accordance with the laws of this country

PSHE is “a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.” (PSHE education Strategic Partners Group)

PSHE is “learning to live well.” (PSHE Association)

The following objectives of PSHE at Clifton High School (not in order of importance) are to promote knowledge, understanding and appreciation of

- The importance of a healthy lifestyle and keeping themselves and others safe
- The principles of distinguishing between right and wrong and how to deal effectively with the moral, social and cultural issues that are part of growing up
- The differences between their own and other cultures and how to value differences
- The importance of being a valuable citizen
- The importance of equality, equal opportunities, challenging discrimination and the dangers of stereotyping
- The importance of self-esteem and emotional well-being
- The importance of assessing and managing risk, how to deal with the influence of extremism, new technology and substance misuse
- The importance of forming worthwhile and satisfying relationships based on respect for themselves and others
- Sex and relationship education
- The importance of responding positively to opportunities and responsibilities
- How to deal with change and adversity and to develop resilience
- Promoting and Accepting British Values
- Career and Education paths

To teach PSHE effectively it is important that a variety of teaching and learning strategies are employed. It is also taught through cross curricular links, assemblies and other activities or school events (e.g. themed weeks, anti-bullying day, residential visits, enrichment, special activities planned to allow the children to work together under different circumstances). Specialist visitor speakers are invited to speak with both pupils and parents about specific aspects of the PSHE curriculum. In the past, these topics have included body image, drug and alcohol use and phone addiction.

A comprehensive programme of PSHE education is in place which provides a broad and balanced curriculum and meets pupils' needs and prepares them for the challenges of adult life. It also contributes to the school's duties to safeguard pupils by teaching them about safety, including e-safety, sex and relationships.

The Infant School and Junior School

At Clifton High School PSHE is an important and integral part of the whole curriculum. Using the Jigsaw Scheme, it falls into 3 core themes, Health & Wellbeing, Relationships and Living in the Wider World. PSHE will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle
- Know how to maintain physical, mental and emotional health and wellbeing
- Be aware of safety issues, including how to respond in an emergency
- Know how to manage change, including puberty, transition and loss

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- Know how to recognise and manage emotions within a range of relationships
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help
- Know how to respect equality and diversity in relationships

Living in the Wider World

- Know the importance of responsible behaviours and actions
- Be responsible and independent members of the school community
- Be positive and active members of a democratic society

- Know about the importance of respecting and protecting the environment
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Know about where money comes from, keeping it safe and the importance of managing it effectively
- Have a basic understanding of enterprise.

EYFS – Y2

Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Y3 – Y6

Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and they learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July: It is the teachers' discretion as to what order the ***Changing Me*** section is delivered, for example, in some cohorts, there is a need to teach this unit before the Summer Term. Jigsaw content covers all areas of PSHE for the primary phase, as Appendix 1 shows.

Curriculum Provision

Although PSHE and Citizenship has allocated times on the class timetables, it cannot always be confined to those specific times. PSHE and Citizenship is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and school events
- Pastoral care and guidance

The Senior School

The PSHE curriculum is best developed when pupils learn, practise and demonstrate personal skills and are actively involved in and take responsibility for their learning. A wide variety of approaches and activities, appropriate to the pupils' age, encourages pupils to participate and remain engaged in lessons. These include

- Whole class and small group discussion
- Simulation and role-play
- Study of case studies
- Creative writing

- Open and closed questioning
- Collaboration with other pupils
- Designing sheets and posters
- Listening to and interacting with visiting speakers

This list is not exhaustive. In accordance to the PSHE Association's recommendations, the curriculum is purposefully distanced. Lessons have been planned so pupils study case studies, rather than share their personal experiences. This encourages pupils to think objectively about particularly challenging situations and share their ideas in a safe learning environment.

Throughout pupils' PSHE lessons, they will cover a range of PSHE, RSE and RE topics. Please see Appendix 2 for more details about the curriculum.

To complement their learning, Years 7 - 9 will also receive Religious Education, as an addition to the PSHE curriculum. Clifton High School follows the guidelines of Bristol's Standing Advisory Council Religious Education's (STACRE) to ensure pupils have a comprehensive understanding of various religions, their beliefs, identities and communities. Pupils are invited to reflect on big questions about identity, meaning and morality and connect these ideas with decisions they make. Pupils will study the following topics

- Year 7: How do people make a religious commitment?
- Year 8: Big questions
- Year 9: Medical ethics

The Sixth Form

In Sixth Form the PSHE curriculum is part of the Futures and Skills programme. Please see Appendix 3 for more details about the curriculum. The Futures and Skills Programme is specifically designed to allow students to develop their financial, social, political, cultural and spiritual awareness of the world around them. Also, to guide them to be prepared for the course they aspire to study at tertiary education through UCAS or possible different means which the students may wish to follow. Futures and Skills, however, is not solely what is offered to students.

Amongst the constant support offered, there is also

Fundamental British Values

- Invitation of speakers with reference to the British Law
- Support for Sixth Form students to understand they are leaders of the school's pupil body through Sixth Form briefings
- Democratic elections for the candidates in the Head's Team
- Democratic elections for the House Captains and their deputies
- School Pupil Council – run by the Head's Team with representatives from Years 7-13
- Support and guidance in undertaking leading positions within the school
- Tolerance and respect of other cultures through the International Students' Day
- Tolerance and respect of other cultures' faith through whole school assemblies organised and led by Sixth Form students

Development of Students' Personal Qualities

- Support with Work Shadowing Scheme which is run by the Head of Futures and Skills
- Encouraging students to volunteer through the *Duke of Edinburgh Award*, the *World Challenge* and House activities led by student House Captains
- Entrepreneurial opportunities through *Futures and Skills* apprentice type activities
- By running clubs for younger pupils of activities which are of personal interest to Sixth Form students
- Peer Support for pupils in Years 7 and 8
- Scholars' Forum led by Mr Collins and assigned Sixth Form Scholars for all CHS scholars and other interested pupils
- Oxbridge Forum led by Heads of Department with the participation of Sixth Form students allowing students to develop their thought process

- Public speaking through allocated school assemblies presented by students and Head's Team speeches
- Individualised fortnightly tutorials

Impartial Careers Guidance

- Individualised meetings with Year 11 pupils and their parents offering guidance and support in making informed decisions on their A level choices organised by the Head of Sixth Form
- Year 11 Taster Day and Taster Lessons for an impartial understanding of requirements on Sixth Form level tailored for pupils only
- Sixth Form Open Evening guidance and information for both Year 11 pupils and their parents on Sixth Form options - meeting with Heads of Department on suitability of courses and Clifton High School alumni representatives
- *Fast Tomato* Careers Services
- *Optional Morrisby Psychometric Test*
- Careers Convention Day organised by the Head of Futures and Skills and run at school by representatives of a variety of professions
- Tutor assigned for individual students with expertise on the Sixth Form process
- Advice offered by Admission Tutors from Russell Group and other tertiary institutions as part of the Examinations Evening and the Sixth Form Open Evening (at least twice yearly)
- University Taster Days promoted to students through the Sixth Form Information boards, the Head of Futures and Skills and Sixth Form briefings – students urged to visit Universities of their choice twice every term since the start of their Sixth Form studies
- Impartial individualised meetings with Head of Futures and Skills for guidance and support on career choices
- Oxbridge awareness sessions
- UCAS process – Seven Steps for support with student university choices and application
- UCAS Convention Day – allowing students to talk with representatives of the Universities they would like to apply and attend

Roles and responsibilities of staff

The PSHE programme has been designed by the Head of PSHE. The curriculum has been overseen and agreed to by the Deputy Head (Pastoral). In addition to this, Mrs Vaughn and Mrs Morrison are the nominated governors who oversee the PSHE curriculum.

All teaching staff have access to appropriate learning resources and have received the necessary training to support their teaching of RSE at Clifton High School.

Legislation (statutory regulations and guidance)

Schools are required to teach relationships education as part of the revised Department of Education statutory guidance. From September 2020, the Department of Education stipulates that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). These new guidelines inform the teaching and learning of RSE at Clifton High School. The documents that inform the School's RSE policy includes:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014) Keeping children safe in education – Statutory
- Safeguarding guidance (2016)
- Children and Social Work Act (2017)

Assessment

There is no formal assessment or examination for the PSHE course but pupils may be recognised for their input into lessons by the class teacher and the pastoral team. Assessment of progress is monitored in a multitude of ways. For example, pupils' written work, their classroom contributions, reflection records following a visit from a guest speaker and Google Forms are just some of the ways that teachers monitor pupil progress in PSHE.

Teachers of the PSHE course are reminded of the need to keep records in their planners and use assessment tools on Google Classroom (if appropriate) for PSHE in the same way as with other subjects, so that an assessment may be made of a pupil's understanding, input and progress throughout the course.

Evaluation and Monitoring

The PSHE policy is written using statutory guidelines as outlined in the national curriculum. Therefore, in accordance with Article 9 of the European Convention on Human Rights where freedom of thought, conscience and religion are guaranteed, and religion or belief is a protected characteristic under the Equality Act 2010, the teachers and the school strive to ensure that their conduct recognises their responsibilities under those duties to others. Considering the sensitive nature of some of the topics discussed at PSHE sessions, teachers are expected to respect the rights of others and to respect those with different faiths and beliefs; expressing a view in an unprofessional way that involved singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic such as marriage for same sex couples (Act 2013), it is considered inappropriate and certainly discouraged by the school. The Deputy Heads oversee the monitoring of the standards of children's work and the quality of teaching and learning.

Appendix 1

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Jigsaw and the PSHE Association Programme of Study 2017

Making Connections

PSHE Association Core Theme 1 – Health and Well-being In Key Stages 1 & 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
What is meant by a healthy lifestyle				Y1, Y2, Y3, Y5		
How to maintain physical, mental and emotional health and well-being	Y1, Y2, Y5, Y6	Y6	Y1, Y3, Y4	Y1, Y2, Y3, Y4, Y5, Y6	Y4	Y1, Y2, Y3, Y4, Y5, Y6
How to manage risks to physical and emotional health and well-being	Y1, Y2	Y3	Y4	Y3, Y4, Y5, Y6	Y6	Y4
Ways of keeping physically and emotionally safe	Y1, Y2			Y1, Y2, Y3, Y5, Y6	Y3	Y2
About managing change, such as puberty, transition and loss					Y4, Y6	Y1, Y2, Y3, Y4, Y5, Y6
How to make informed choices about health and well-being and to recognise sources of help with this				Y1, Y2, Y3, Y5, Y6		Y5, Y6
How to respond in an emergency				Y5, Y6		
To identify different influences on health and well-being				Y4, Y5, Y6		

Jigsaw and the PSHE Association Programme of Study 2017

Making Connections

PSHE Association Core Theme 3 – Living in the Wider World In Key Stages 1 & 2, pupils should focus on 'economic well-being and being a responsible citizen' and be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
About respect for the self and others and the importance of responsible behaviours and actions	Y1, Y2, Y3, Y4	Y1, Y4, Y6	Y1, Y2, Y3, Y4, Y5, Y6	Y1, Y4, Y5	Y1, Y2, Y5, Y6	Y1, Y2, Y4, Y5, Y6
About rights and responsibilities as members of families, other groups and ultimately as citizens	Y1, Y2, Y3, Y4, Y5, Y6	Y3, Y6	Y6		Y1, Y2, Y3	
About different groups and communities		Y5, Y6	Y5, Y6		Y3	
To respect equality and to be a productive member of a diverse community		Y2, Y4, Y5, Y6	Y3, Y4, Y5, Y6		Y3	
About the importance of respecting and protecting the environment			Y6			
About where money comes from, keeping it safe and the importance of managing it effectively			Y5			
How money plays an important part in people's lives		Y5	Y5			
A basic understanding of enterprise			Y1, Y2, Y3, Y4, Y5, Y6			

Jigsaw and the PSHE Association Programme of Study 2017

Making Connections

PSHE Association Core Theme 2 – Relationships In Key Stages 1 & 2, pupils should be taught:	JIGSAW – the 6 Puzzles					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts	Y3, Y4, Y6	Y1, Y2, Y4, Y6	Y1, Y2, Y4, Y5, Y6	Y4	Y1, Y2, Y3, Y4, Y5, Y6	Y5, Y6
How to recognise and manage emotions within a range of relationships	Y4	Y3, Y6		Y4	Y2, Y3, Y4, Y5, Y6	Y6
How to recognise risky or negative relationships including all forms of bullying and abuse		Y1, Y2, Y3, Y4, Y5, Y6			Y5, Y6	
How to respond to risky or negative relationships and ask for help		Y1, Y2, Y3, Y4, Y5, Y6		Y4	Y1, Y2, Y5, Y6	
How to respect equality and diversity in relationships		Y1, Y2, Y4, Y5, Y6			Y5	Y3

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
E Y F S		D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways

6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Appendix 2

PSHE at Clifton High School – The Senior School					
	Autumn Term		Spring		Summer
Y7	<p>1 Health, wellbeing, transition and safety Recovery after lockdown Transition into Year 7 Friendships First Aid</p> <p>2 Religious Education Key beliefs of world religion Places of worship How to people make a commitment</p>		<p>1 Diversity & Relationships Identity, rights & responsibilities Challenging stereotypes bullying</p> <p>2 Health & Wellbeing Healthy choices Puberty FGM</p>		<p>1 Building relationships Self-worth Healthy relationships Consent & Assertive communication</p> <p>2 Developing Skills and Aspirations Enterprise and finances Careers Equal opportunities</p>
Y8	<p>1 Drugs and Alcohol Recovery after lockdown Alcohol Cigarettes Drugs (legal & illegal)</p> <p>2 Community, careers and digital learning Equality & opportunity in the workplace Goals & career aspirations Safe online communication Recognising fake news</p>		<p>1 Discrimination Gender Identity & discrimination Homophobia/Biphobia Racism & Religion</p> <p>2 Emotional Wellbeing Mental Health Awareness Daily Wellbeing Digital resilience</p>		<p>1 Identity and Relationships Positive behaviours & healthy relationships Communication & consent Contraception</p> <p>2 Religious Education The Big Questions - Gods, Evil & Afterlife</p>
Y9	<p>1 Health & Wellbeing Peer Influence - Gangs Drugs & Substance abuse Peer pressure</p> <p>2 Religious Education Beliefs & Values Euthanasia Abortion Crime</p>		<p>1 Identity and Relationships Positive relationships Conflicts & Resolutions Managing Family Change</p> <p>2 Health & Wellbeing Physical & Mental Health Body Image Healthy Choices</p>		<p>1 Intimate Relationships Sexual Consent Contraception, STIs & Pregnancy Sex & the Media</p> <p>2 Employability Employability rights and responsibilities Skills for enterprise and employability Managing a professional online presence</p>
Y10	<p>1 Health & Wellbeing New Challenges Positive thinking Mental Health Emotional Wellbeing Body Image Dealing with Stress</p> <p>2 The Wider World Financial Decision-Making Budgeting Gambling Fraud & Cyber Crime</p>		<p>1 Relationships Types & Values Online Relationships Coercion & Exploitation</p> <p>2 Health & Wellbeing Role Models Drugs & Alcohol Gangs & Peer Pressure</p>		<p>1 Discrimination Equality & inclusion Fake news & challenging discrimination Extremism and Radicalisation</p> <p>2 The Wider World Careers Practical Problems and Health & Safety Positive online presence Preparation for DofE</p>
Y11	<p>1 Building for the Future Dealing with Change Exam Stress Perseverance & Resilience Stereotyping & Prejudice</p> <p>2 The Wider World Goal Setting & Revision Pathways and Careers Employability Work life balance</p>		<p>1 Relationships Core values and emotions Family Assertive communication and harassment Abusive relationships</p> <p>2 Health & Wellbeing Risk & Emergency Medical Screening & Support Medical Procedures & Donating</p>		<p>1 Revision Preparing for GCSE</p>

Futures and Skills Programme 2020-21		
Week	Year 12	Year 13
Autumn Term		
Week 1	Introduction to Futures and Skills Programme Introduction to Employability and Leadership Course ; teams and challenges sorted. Q&A session and timetable for the term. To fit in this term: ALIS testing Registering and introductory session for Pathways CTM	UCAS – Catch up/overview on university introduction session. To include researching university, different types of university and different types of courses. Get students to fill in university questionnaire. (to hand in the following day during registration)
Week 2	Employability and Leadership Course Pupils to work on background research in their teams	UCAS – Personal statements. Writing a personal statement for a famous person/celebrity
Week 3	Employability and Leadership Course Academic Curiosity. How to conduct effective research. (Librarian)	UCAS – DO's / DON'T's of personal statements. Plus, writing a great opening paragraph.
Week 4	Employability and Leadership Course Leadership workshop (sessions running either p1-3 or 5-6)	UCAS – University /job interviews Dos/Don'ts.
Week 5	Employability and Leadership Course Decision-making and creative thought. Students will need to evidence adaptability to new ideas and/or cross curricular thinking.	UCAS – Mock peer interviews half year.
Week 6	Employability and Leadership Course Team work and cooperation.	UCAS – Mock peer interviews half year.
Week 7	Employability and Leadership Course Leadership workshop with the Marines.	UCAS – Conducting telephone or formal conversations.
Half-Term		
Week 8	Employability and Leadership Course Leadership and Emotional Intelligence workshops. (A. Britton) (sessions running either p1-3 or 5-6)	Leadership – what makes a great leader? Leadership roles in the sixth form. Making action plans.
Week 9		AUTUMN EXAMINATIONS
Week 10	Employability and Leadership Course Dedication and seeing a project through to completion.	UCAS – what happens after you submit your application? Next steps to take and replying to offers.
Week 11	Employability and Leadership Course Presentation Skills. Speaking to an audience.	Positive self-representation. (Positive personality Adjectives & Career Horizon 3 activity)
Week 12	Employability and Leadership Course Time to complete project and create a presentation for assembly/Year 11 presentation.	Presentation skills and speaking to an audience – blindfold activity to reinforce articulate speech. Oxford University task – tell me about a banana/ apple etc....
Week 13	Employability and Leadership Course Time to complete project and create a presentation for assembly/Year 11 presentation.	How much does university cost? Financing University.

Spring Term		
Week 1	Introduction to Fast Tomato. (Careers based service and psychometric testing) Setting careers goals.	Financial awareness at University. How to manage a budget.
Week 2	Elevate Education – skills in revision.	University Life – worries and potential problems. Dealing with problems ranging from health, friendships, cooking, managing a household, budgets etc.
Week 3	Anthony Nolan Trust. Blood and Organ Donation.	UCAS and results day/post results day.
Week 4	Outreach international – volunteering and GAP years.	
Week 5	Visiting speakers – Street Law, How the Criminal Justice system works in the UK? Radicalization and UK moral values.	Elevate Education – skills in revision.
Week 6	Brook Sex Education.	Elevate Education – skills in revision.
Half-Term		
Week 7	Visiting speakers – Street Law, Mock trial.	
Week 8	University of Aberystwyth – Effective Personal Statements.	
Week 9	RoadSmart Presentation.	Managing Change and being resilient (career horizons 3)
Week 10	Basics in First Aid. Or Brooks Sex Education/Diversity session.	Cooking on a budget or household DIY.
Week 11	Personal statements introduction lesson. Table switch game – brainstorm production to start the process.	Cooking on a budget or household DIY.
Summer Term		
Week 1	Researching university - Getting the choices right. Different types of university settings. Different types of university course.	
Week 2	Preparation for UCAS applications – Talk from the University of Bristol.	
Week 3	UCAS Convention feedback and research. How to research university degrees – in depth.	
Week 4 or when students return from study leave.	Preparation for UCAS applications – registering on UCAS site, and what a university application contains.	
Week 5 or when students return from study leave.	Preparation for Oxbridge/medicine/dentistry/veterinary students. Entrance exams, personal statements, interviews and other things to consider.	