



# Clifton High School

co-educational nursery school to sixth form

<b>Policy applies from EYFS to Sixth Form</b>	<b>PSHE</b>
Date policy updated	03.10.2021
Date policy to be reviewed	03.09.2022
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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.***

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. The school's ethos of 'realising individual brilliance' is echoed throughout the teaching of PSHE. Pupils learn about a wide range of topics and issues that help them develop into successful and resilient individuals. The school's values of curiosity, empathy, love, and direction is reflected in the teaching of PSHE. These four values have shaped the Health and Wellbeing curriculum, which has been designed to promote diversity, economic wellbeing, self-worth, and a healthy lifestyle amongst pupils. Pupils are also 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, which for Clifton High School are Curiosity, Empathy, Love and Direction. Our common goals, which we reflect in our PSHE curriculum, are laid out in the Ethos of the School:

At Clifton High School, we want to ensure that all pupils enjoy learning, see the worth in a holistic education and to try their very best. We want pupils to learn how to deal with success and defeat, and over time to discover their individual brilliance so that they can become passionate in their interests and, consequently, have fulfilling careers, providing the potential to live full and satisfying lives. Our School Ethos will celebrate the individual, in all the ways that we are different and ultimately all the way each of us is unique. We should be proud of who each of us is, our sex, gender, gender reassignment, age, race, colour, nationality, ethnic or national origin, disability, sexual orientation, religion, faith, or other beliefs. Clifton High School's ethos will look to create a safe culture in which our school aim, to realise individual brilliance, can be achieved.

## **Related Policies**

- Behaviour policy
- Relationship and Sex Education
- Spiritual, Moral, Social and Cultural (SMSC)
- Visiting Speakers

The aim of the PSHE curriculum is for pupils to 'realise their individual brilliance'. It is designed so pupils can:

- 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
- Develop an understanding of economic wellbeing
- Understand how to set career goals and explore a range of career options
- Establish a safe environment for all genders and sexual orientations

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
- Establish a safe environment for all sexual orientation and genders
- 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
- Economic education

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.

## **Curriculum Provision**

Although PSHE 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 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
- Demonstrate the school's value of love by being a responsible and independent member of the school community
- Be positive and active members of a democratic society
- Demonstrate the school's value of love by knowing 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. The school's value of love is promoted throughout the curriculum so children can actively contribute to the school community in a positive way. 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

Please see Appendix 1 for more information

### **The Senior School**

PSHE is taught in Health and Wellbeing lessons. These take place on a Wednesday, every week. It 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 with 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' Health and Wellbeing 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 on Religious Education (SACRE) 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

As of September 2021, trips to religious places of worship have been introduced to the curriculum. Please see appendix 2 for more information on the Secondary PSHE curriculum

### **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*, *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 which are of personal interest to Sixth Form students
- Peer Support for pupils in Years 7 and 8
- Scholars' Forum led by the Director of Scholars and assigned Sixth Form Scholars for all Clifton High 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 processes
- 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

Please see appendix 3 for more information on the Sixth Form PSHE curriculum

### **Roles and responsibilities of staff**

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

PSHE in the Junior school is taught on a weekly basis by the class teacher. PSHE in the Senior School and Sixth Form is taught by form tutors on a weekly basis. All teaching staff have access to appropriate learning resources and have received the necessary training to support their teaching of PSHE and 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 a high expectation of the quality of pupils' work and regular feedback is provided on pupils' progress. Feedback is provided on pupils' work to assess progress and identify where pupils require extra support and intervention. Teachers will be able to measure progress by pupils' work, classroom contributions and completed reflection logs, following a visit from a guest speaker as well as written assignments, tests, and self-evaluation forms. Pupil voice will be used to reflect and feedback on the PSHE curriculum. Pupil voice is collated through a variety of means. For example, the School Council, pupil questionnaires and PSHE focus groups are all used to gather pupil opinion. Teacher voice is also gathered every half term, to inform the future teaching of PSHE.

In the Infant and Junior School, teachers assess the progress of pupils through regular Jigsaw Summative Assessments, allowing teachers to track pupil progress. **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
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	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 <b>Core Theme 3 – Living in the Wider World</b> 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 <b>Core Theme 2 – Relationships</b> 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.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
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

Clifton High School: Year 4 Subject: PSHE						
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Areas Covered:	Name of the topic: Being me in my World	Name of the topic: Celebrating Difference	Name of the topic: Dream and goals	Name of the topic: Healthy me	Name of the topic: Relationships	Name of the topic: Changing me
<b>School Values</b>  <i>Curiosity</i> <i>Love</i> <i>Direction</i> <i>Empathy</i>	<ul style="list-style-type: none"> <li>Curiosity about what it means to be me</li> <li>Showing love for self and others</li> <li>Direction of my life and the lives of others</li> <li>Empathy for the views and challenges of others and my responsibility to them</li> </ul>	<ul style="list-style-type: none"> <li>Curiosity about what it means to celebrate difference</li> <li>Showing love for others' differences</li> <li>Direction of various lives depending on everyone's differences</li> <li>Empathy for differences of others and my responsibility to them</li> </ul>	<ul style="list-style-type: none"> <li>Curiosity about what the future may hold incorporating my own dreams and goals</li> <li>Showing love for the future and what it may hold</li> <li>Direction of my life and how to achieve my dreams and goals</li> <li>Empathy for others and their dreams and goals – how can I support and help them?</li> </ul>	<ul style="list-style-type: none"> <li>Curiosity about what it means to be healthy and how I can make good choices around this</li> <li>Showing love for good health</li> <li>Direction of my life according to the healthy choices I can make</li> <li>Empathy for everyone's health and the challenges that people may face</li> </ul>	<ul style="list-style-type: none"> <li>Curiosity about what it means to relate to others and be in a family, personal or group relationship</li> <li>Showing love for - and from - healthy, positive relationships</li> <li>Direction of my life according to existing and future relationships</li> <li>Empathy for everyone's unique relationships</li> </ul>	<ul style="list-style-type: none"> <li>Curiosity about what my changing body may look and feel like</li> <li>Showing love for, and acceptance of, the body changes that will happen to me</li> <li>Direction of the body changes that will happen to me and my changing feelings</li> <li>Empathy for everyone's unique bodies and feelings</li> </ul>
<b>SMSC</b>  <i>Spiritual</i> <i>Moral</i> <i>Social and Cultural Values</i>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of what it means to be me</li> <li>Considering the moral choices and behaviour around being me</li> <li>Understanding the social and cultural values of being me</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of celebrating difference</li> <li>Considering the moral choices and behaviour around everyone's differences</li> <li>Understanding the social and cultural values of everyone's differences</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of my, and others', dreams and goals</li> <li>Considering the moral choices and behaviour around others' dreams and goals and how they are interconnected and affective</li> <li>Understanding the social and cultural values of</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of a healthy mind and body</li> <li>Considering the moral choices and behaviour around being healthy in mind, body and spirit</li> <li>Understanding the social and cultural values of health in all its forms</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of a variety of relationships</li> <li>Considering the moral choices and behaviour around relationships</li> <li>Understanding the social and cultural values of a range of relationships</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of the changes the body will go through and the related implications</li> <li>Considering the moral choices and behaviour around the changing body</li> </ul>

			everyone's differences			Understanding the social and cultural values of the changing body
<b>British Values</b>  <i>Democracy</i> <i>Rule of Law</i> <i>Respect &amp; Tolerance</i> <i>Individual Liberty</i>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts about myself and others</li> <li>• Understanding what it means to be me from a legal perspective</li> <li>• To respect and tolerate everyone's views and ideas The freedom to accept and challenge our own and others' views</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts on celebrating differences</li> <li>• Listening to, and understanding, a range of different views</li> <li>• Understanding what it means to celebrate difference from a legal perspective</li> <li>• To respect and tolerate everyone's differences The freedom to accept and challenge differences as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts on dreams and goals</li> <li>• Understanding, a range of different dreams and goals (including my own)</li> <li>• Understanding the legal perspectives related to people's dreams and goals</li> <li>• To respect and tolerate everyone's dreams and goals The freedom to accept and challenge dreams and goals, giving reasoned arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts about health</li> <li>• Listening to, and understanding, a range of views on health</li> <li>• Understanding what it means to be healthy from a legal perspective</li> <li>• To respect and tolerate everyone's health choices The freedom to accept and challenge our own and others' views on health</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts about relationships</li> <li>• Listening to, and understanding, a range of different views</li> <li>• Understanding what it means to be me from a legal perspective</li> <li>• To respect and tolerate everyone's views and ideas The freedom to accept and challenge our own and others' views</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts about my changing body</li> <li>• Listening to, and understanding, a range of different views on changing bodies and related effects</li> <li>• Understanding what a changing body means from a legal perspective</li> <li>• To respect and tolerate everyone's views and ideas about their body The freedom to accept and challenge our own and others' views about the body and its changes</li> </ul>

Clifton High School: Year 5 Subject: PSHE						
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Areas Covered:	Name of the topic: Being me in my World	Name of the topic: Celebrating Difference	Name of the topic: Dream and goals	Name of the topic: Healthy me	Name of the topic: Relationships	Name of the topic: Changing me
<b>School Values</b>  <i>Curiosity</i> <i>Love</i> <i>Direction</i> <i>Empathy</i>	<ul style="list-style-type: none"> <li>• Curiosity about what it means to be me</li> <li>• Showing love for self and others</li> <li>• Direction of my life and the lives of others</li> <li>• Empathy for the views and challenges of others and my responsibility to them</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what it means to celebrate difference</li> <li>• Showing love for others' differences</li> <li>• Direction of various lives depending on everyone's differences</li> <li>• Empathy for differences of others and my responsibility to them</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what the future may hold incorporating my own dreams and goals</li> <li>• Showing love for the future and what it may hold</li> <li>• Direction of my life and how to achieve my dreams and goals</li> <li>• Empathy for others and their dreams and goals – how can I support and help them?</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what it means to be healthy and how I can make good choices around this</li> <li>• Showing love for good health</li> <li>• Direction of my life according to the healthy choices I can make</li> <li>• Empathy for everyone's health and the challenges that people may face</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what it means to relate to others and be in a family, personal or group relationships</li> <li>• Showing love for - and from - healthy, positive relationships</li> <li>• Direction of my life according to existing and future relationships</li> <li>• Empathy for everyone's relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what my changing body may look and feel like</li> <li>• Showing love for, and acceptance of, the body changes that will happen to me</li> <li>• Direction of the body changes that will happen to me and my changing feelings</li> <li>• Empathy for everyone's unique bodies and feelings</li> </ul>
<b>SMSC</b>  <i>Spiritual</i> <i>Moral</i> <i>Social</i> <i>and</i> <i>Cultural</i> <i>Values</i>	<ul style="list-style-type: none"> <li>• Gaining a spiritual understanding of what it means to be me</li> <li>• Considering the moral choices and behaviour around being me</li> <li>• Understanding the social and cultural values of being me</li> </ul>	<ul style="list-style-type: none"> <li>• Gaining a spiritual understanding of celebrating difference</li> <li>• Considering the moral choices and behaviour around everyone's differences</li> <li>• Understanding the social and cultural values of everyone's differences</li> </ul>	<ul style="list-style-type: none"> <li>• Gaining a spiritual understanding of my, and others', dreams and goals</li> <li>• Considering the moral choices and behaviour around others' dreams and goals and how they are interconnected and affective</li> <li>• Understanding the social and cultural values of everyone's differences</li> </ul>	<ul style="list-style-type: none"> <li>• Gaining a spiritual understanding of a healthy mind and body</li> <li>• Considering the moral choices and behaviour around being healthy in mind, body and spirit</li> <li>• Understanding the social and cultural values of health in all its forms</li> </ul>	<ul style="list-style-type: none"> <li>• Gaining a spiritual understanding of a variety of relationships</li> <li>• Considering the moral choices and behaviour around relationships</li> <li>• Understanding the social and cultural values of a range of relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Gaining a spiritual understanding of the changes the body will go through and the related implications</li> <li>• Considering the moral choices and behaviour around the changing body</li> <li>• Understanding the social and cultural values of the changing body</li> </ul>

<b>British Values</b>  <i>Democracy</i> <i>Rule of Law</i> <i>Respect &amp; Tolerance</i> <i>Individual Liberty</i>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts about myself and others</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts on celebrating differences</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts on dreams and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts about health</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts about relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns to contribute ideas and thoughts about my changing body</li> </ul>
	<ul style="list-style-type: none"> <li>• Understanding what it means to be me from a legal perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, and understanding, a range of different views</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding, a range of different dreams and goals (including my own)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, and understanding, a range of views on health</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, and understanding, a range of different views</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, and understanding, a range of different views on changing bodies and related effects</li> </ul>
	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's views and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding what it means to celebrate difference from a legal perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the legal perspectives related to people's dreams and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding what it means to be healthy from a legal perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding what it means to be me from a legal perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding what a changing body means from a legal perspective</li> </ul>
	<ul style="list-style-type: none"> <li>• The freedom to accept and challenge our own and others' views</li> </ul>	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's differences</li> </ul>	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's dreams and goals</li> </ul>	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's health choices</li> </ul>	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's views and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's views about their body</li> </ul>
		<ul style="list-style-type: none"> <li>• The freedom to accept and challenge differences as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• The freedom to accept and challenge dreams and goals, giving reasoned arguments</li> </ul>	<ul style="list-style-type: none"> <li>• The freedom to accept and challenge our own and others' views on health</li> </ul>	<ul style="list-style-type: none"> <li>• The freedom to accept and challenge our own and others' views</li> </ul>	<ul style="list-style-type: none"> <li>• The freedom to accept and challenge our own and others' views about the body and its changes</li> </ul>

Clifton High School: Year 6 Subject: PSHE						
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Areas Covered:</b>	<b>Name of the topic:</b> Being me in my World	<b>Name of the topic:</b> Celebrating Difference	<b>Name of the topic:</b> Dream and goals	<b>Name of the topic:</b> Healthy me	<b>Name of the topic:</b> Relationships	<b>Name of the topic:</b> Changing me
<b>School Values</b>  <i>Curiosity</i> <i>Love</i> <i>Direction</i> <i>Empathy</i>	<ul style="list-style-type: none"> <li>• Curiosity about what it means to be me</li> <li>• Showing love for self and others</li> <li>• Direction of my life and the lives of others</li> <li>• Empathy for the views and challenges of others and my</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what it means to celebrate difference</li> <li>• Showing love for others' differences</li> <li>• Direction of various lives depending on everyone's differences</li> <li>• Empathy for differences</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what the future may hold incorporating my own dreams and goals</li> <li>• Showing love for the future and what it may hold</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what it means to be healthy and how I can make good choices around this</li> <li>• Showing love for good health</li> <li>• Direction of my life</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what it means to relate to others and be in a family, personal or group relationship</li> <li>• Showing love for - and from - healthy,</li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity about what my changing body may look and feel like</li> <li>• Showing love for, and acceptance of, the body changes that will happen to me</li> </ul>

	responsibility to them	of others and my responsibility to them	<ul style="list-style-type: none"> <li>Direction of my life and how to achieve my dreams and goals</li> <li>Empathy for others and their dreams and goals – how can I support and help them?</li> </ul>	according to the healthy choices I can make	positive relationships	<ul style="list-style-type: none"> <li>Direction of the body changes that will happen to me and my changing feelings</li> <li>Empathy for everyone's unique bodies and feelings</li> </ul>
<b>SMSC</b> <i>Spiritual Moral Social and Cultural Values</i>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of what it means to be me</li> <li>Considering the moral choices and behaviour around being me</li> <li>Understanding the social and cultural values of being me</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of celebrating difference</li> <li>Considering the moral choices and behaviour around everyone's differences</li> <li>Understanding the social and cultural values of everyone's differences</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of my, and others', dreams and goals</li> <li>Considering the moral choices and behaviour around others' dreams and goals and how they are interconnected and affective</li> <li>Understanding the social and cultural values of everyone's differences</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of a healthy mind and body</li> <li>Considering the moral choices and behaviour around being healthy in mind, body and spirit</li> <li>Understanding the social and cultural values of health in all its forms</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of a variety of relationships</li> <li>Considering the moral choices and behaviour around relationships</li> <li>Understanding the social and cultural values of a range of relationships</li> </ul>	<ul style="list-style-type: none"> <li>Gaining a spiritual understanding of the changes the body will go through and the related implications</li> <li>Considering the moral choices and behaviour around the changing body</li> <li>Understanding the social and cultural values of the changing body</li> </ul>
<b>British Values</b> <i>Democracy Rule of Law Respect &amp; Tolerance Individual Liberty</i>	<ul style="list-style-type: none"> <li>Taking turns to contribute ideas and thoughts about myself and others</li> <li>Understanding what it means to be me from a legal perspective</li> <li>To respect and tolerate everyone's views and ideas</li> <li>The freedom to accept and challenge</li> </ul>	<ul style="list-style-type: none"> <li>Taking turns to contribute ideas and thoughts on celebrating differences</li> <li>Listening to, and understanding, a range of different views</li> <li>Understanding what it means to celebrate difference from a legal perspective</li> </ul>	<ul style="list-style-type: none"> <li>Taking turns to contribute ideas and thoughts on dreams and goals</li> <li>Understanding, a range of different dreams and goals (including my own)</li> <li>Understanding the legal perspectives related to people's dreams and goals</li> </ul>	<ul style="list-style-type: none"> <li>Taking turns to contribute ideas and thoughts about health</li> <li>Listening to, and understanding, a range of views on health</li> <li>Understanding what it means to be healthy from a legal perspective</li> </ul>	<ul style="list-style-type: none"> <li>Taking turns to contribute ideas and thoughts about relationships</li> <li>Listening to, and understanding, a range of different views</li> <li>Understanding what it means to be me from a legal perspective</li> </ul>	<ul style="list-style-type: none"> <li>Taking turns to contribute ideas and thoughts about my changing body</li> <li>Listening to, and understanding, a range of different views on changing bodies and related effects</li> <li>Understanding what a changing</li> </ul>

	<p>our own and others' views</p>	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's differences The freedom to accept and challenge differences as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's dreams and goals The freedom to accept and challenge dreams and goals, giving reasoned arguments</li> </ul>	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's health choices The freedom to accept and challenge our own and others' views on health</li> </ul>	<ul style="list-style-type: none"> <li>• To respect and tolerate everyone's views and ideas The freedom to accept and challenge our own and others' views</li> </ul>	<p>body means from a legal perspective</p> <ul style="list-style-type: none"> <li>• To respect and tolerate everyone's views and ideas about their body The freedom to accept and challenge our own and others' views about the body and its changes</li> </ul>
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Appendix 2

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

<p><b>2 The Wider World</b>          Goal          Setting &amp;          Revision          Pathways          and          Careers          Employability          Work life balance</p>	<p>Direction          Curiosity</p>	<p><b>2 Health &amp; Wellbeing</b>          Risk &amp;          Emergency          Medical Screening &amp;          Support Medical          Procedures &amp;          Donating</p>	<p>Empathy</p>		
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### Appendix 3

<b>Futures and Skills Programme 2021-22</b>		
Week	Year 12	Year 13
<b>Autumn Term</b>		
<b>FOCUS:</b>		
	<b>YEAR 12: EMPLOYABILITY AND LEADERSHIP COURSE</b>	<b>YEAR 13: UNIVERSITY PREPARATION / THE WIDER COMMUNITY AND WORLD</b>
Week 1 <i>Curiosity and Direction</i>	Introduction to <b>Employability and Leadership Course</b> teams and challenges sorted. Q&A session and timetable for the term.  Also this term: ALIS testing Registering and introductory session for Pathways CTM Leadership workshop Marines: Leading a team Anna Britton : Emotional Leadership	UCAS – online application forms and personal statements/ preparations for alternative applications
Week 2 <i>Curiosity and Direction</i>	<b>Employability and Leadership Course</b> Pupils to work on background research in their teams	UCAS – online application forms and personal statements/ preparations for alternative applications
Week 3 <i>Curiosity and Direction</i>	<b>Employability and Leadership Course</b> Academic Curiosity. How to conduct effective research	Interviews – introduction PP What are the dos/don'ts of interviews.
Week 4 <i>Curiosity and Direction</i>	<b>Employability and Leadership Course</b> Effective Decision Making	Recognising the signs of abuse
Week 5 <i>Curiosity and Direction</i>	<b>Employability and Leadership Course</b> Creativity in business	Media literacy and digital resilience
Week 6 <i>Curiosity and Direction</i>	<b>TUTOR TIME PLUS F&amp;S</b> <b>Employability and Leadership Course</b> Presentation skills and speaking to an audience	<b>TUTOR TIME PLUS F&amp;S</b> <b>Year 12 Employability and Leadership Course Presentations</b>
Week 7	<b>Teacher CPD</b>	Teacher CPD
<b>Half-Term</b>		
<b>FOCUS:</b>		
	<b>YEAR 12: MENTAL WELLBEING</b>	<b>YEAR 13: LOOKING AT THE WIDER COMMUNITY AND WORLD</b>
Week 8 <i>Love, Curiosity, Direction and Empathy</i>	Also this term: Sex Education – IT Happens/Brooks talks.  VESPA mindset Students should be working on their Employability and Leadership presentations in their own time.	Leadership – what makes a great leader? Leadership roles in the sixth form. Developing action plans.
Week 9 <i>Love, Curiosity, Direction and Empathy</i>	VESPA mindset Students should be working on their Employability and Leadership presentations in their own time.	Gender identities - Brook
Week 10 <i>Love, Curiosity, Direction and Empathy</i>	VESPA mindset Students should be working on their Employability and Leadership presentations in their own time.	Gender, sexual orientation, and ethnic inequalities (GERI) Recognise and challenge prejudice and discrimination
Week 11 <i>Love, Curiosity, Direction and Empathy</i>	Body Image	Black Lives Matter / Diversity



	<a href="https://thegapyearhub.com/">https://thegapyearhub.com/</a>	
Week 11	UCAS Introduction.	Cooking on a budget
<b>Summer Term</b>		
<b>FOCUS: PREPARATION</b>		
	<b>YEAR 12: PLANNING MY FUTURE</b>	<b>YEAR 13: EXAMINATION</b>
Week 1 <i>Curiosity and Direction</i>	UCAS convention Researching university - Getting the choices right. Different types of university settings. Different types of university course.	Revision
Week 2 <i>Curiosity and Direction</i>	Personal statements introduction presentation. Preparation for UCAS applications – Lorraine Norman from the University of Bristol.	Revision
Week 3 <i>Curiosity and Direction</i>	University of Aberystwyth – Effective Personal Statements	
Week 4 <i>Curiosity and Direction</i>	DO's / DON'T's of personal statements. Plus, writing a great opening paragraph.	
Week 5 <i>Curiosity and Direction</i>	Registering on the UCAS website – provide information booklet	
HALF TERM		
Week 1 <i>Curiosity and Direction</i>	Preparation for UCAS applications - Personal statements.	
Week 2 <i>Curiosity and Direction</i>	Continue to work on: application forms/ work on feedback from their first draft of their personal statements	
Week 3 <i>Curiosity and Direction</i>	Continue to work on: application forms/ work on feedback from their first draft of their personal statements	
Week 4 <i>Curiosity and Direction</i>	UCAS – How much will university cost me? Martin Lewis video on student loans.	