

# Reach Out learning journey Years 9 to 13

*'enabling pupils to lead safe and fulfilling lives in school and beyond, embodying School values in their contributions to communities'*

Reach Out is Charterhouse's personal, social, health and economic education (PSHE), as well as relationships and sex education (RSE). Lessons include university and careers education too. It seeks to actively promote **Fundamental British Values (FBV)** and actively promote respect for individuals, particularly as regards **protected characteristics under the Equality Act (2010)**. We return to key themes numerous times over five years to help ensure understanding is embedded and age appropriate.

We base our spiral programme on the recommendations of the PSHE Association, the UK's leading authority on PSHE and RSE education. These help to ensure we meet statutory requirements. We use resources and people from a range of UK expert organisations to best suit the specific needs of our diverse community and our School values. You can see the full PSHE Association Programme of Study [here](#); it sets out details of the areas we cover in the core themes of **Health (H)**, **Relationships (R)** and **Living in the Wider World (L)**.

Link to lesson plans and assessment method [for pupils, school staff and inspectors]:			
Fourths (Year 9)	<a href="#">Fourth Form Tutor Team OneNote</a>		
	Learning opportunity	Protected characteristics	Key learning objectives
Oration	<p><b>Health, Relationships, Living in the Real World</b></p> <p>Positive relationships and key safeguarding advice regarding peer-to-peer behaviour and concerns about behaviour of an adult (begins in Induction)</p> <p>Tutor Group Representatives (TGRs) selection</p> <p>House Chaters: Bullying, abuse and discrimination</p> <p>Media Literacy and Digital Resilience (ReachOut and Enquiry Series)</p> <p>Healthy lifestyles, including physical activity, sleep, diet, personal hygiene (in House)</p>	<p>All protected characteristics highlighted as requiring particular respect</p> <p>TGRs give particular opportunities for promotion of respect for protected characteristics of age and sex</p> <p>Focus on particular challenges for protected characteristics</p> <p>All protected characteristics highlighted as requiring particular respect</p>	<p>External speakers</p> <p>For pupils to understand the definition of bullying, particularly within their context at Charterhouse</p> <p>For pupils to understand the definition of peer-on-peer abuse</p> <p>For pupils to understand the protected characteristics, as outlined in the Equality Act (2010)</p> <p>For pupils to know and understand where and how to find help</p>

	<p>Learning Skills via ReachOut, Tutorials and Enquiry Series</p> <p>Puberty, Contraception and Reproduction. Difference between biological sex, gender identity and sexual orientation (Biology)</p> <p>2. Introduction to Reach Out</p> <p>3. What is Kindness?</p> <p>5. 'Find Support; Be Support; Be Yourself': Mental health and emotional well-being (Induction and Reach Out)</p>	<p>Gender, sex, Sexual orientation, Religion</p> <p>2.All protected characteristics highlighted as requiring particular respect</p> <p>3.All protected characteristics highlighted as requiring particular respect</p> <p>5.Focus on particular challenges for protected characteristics</p>	<p>For pupils to understand the purpose of ReachOut</p> <p>For pupils to understand (and hopefully invest in) the principles of constructive conversations about challenging topics (see below)</p> <p>For tutors to establish an open and supportive environment in which pupils feel safe discussing challenging topics, especially in relation to the Equality Act 2010, sources of support</p> <p>For pupils to reflect critically on the meaning and importance of kindness</p> <p>For pupils to set themselves the challenge of a week of kindness</p> <p>To encourage pupils to be honest in their approach to the session: they are probably fed up of hearing the word by now; it would be good to address some of that weariness and frustration, if it is there.</p> <p>For pupils to identify an individual support network</p> <p>For pupils to know and understand where and how to find support at school</p> <p>For pupils to identify and address the barriers to seeking support</p> <p>For pupils to understand the value of setting goals and how best to do this</p> <p>For pupils to reflect on their own academic profile and progress</p>	
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	<p>7. Learning Skills: Aiming High and Target Setting</p> <p>8. Screenshot and Gaming</p> <p>9. Cyberbullying: Relationships and Social influences, including trust and online safety</p> <p><i>Anti-bullying week</i></p> <p>10. Healthy Lifestyles: Sleep</p> <p>11. Healthy Lifestyle: Smoking and Vaping</p>	<p>9. Specific references to sexual orientation</p> <p>11. Specific reference to sex and gender in examples given</p>	<p>For pupils to understand the potential risks surrounding screen and gaming addictions</p> <p>For pupils to discuss and understand possible practical measures to help manage their screentime</p> <p>For pupils to be able to define cyberbullying and recognise examples of it</p> <p>For pupils to be able to distinguish between 'banter' and cyberbullying</p> <p>For pupils to know where to find help or support</p> <p>For pupils to understand the measure to help stop or prevent cyberbullying</p> <p>For pupils to understand the importance of sleep and its positive impact on physical and psychological well-being, as well as relationships and academic work.</p> <p>For pupils to reflect meaningfully and honestly on their own sleep habits</p> <p>For pupils to share and learn some practical tips for ensuring good sleep habits</p> <p>For pupils to understand the health risks associated with smoking and vaping</p> <p>For pupils to understand the social pressures associated with smoking and vaping</p>	
<p>Long</p>	<p>2. Equality Act 2010 – harassment on grounds of protected characteristics</p>	<p>Those protected characteristics covered under harassment in Equality Act 2010: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation</p>	<p>Recognise behaviour that reflects harassment by protected characteristic, sexual harassment, victimisation</p>	

	<p>3. Everyday Environmentalism</p> <p>4. Managing risk and personal safety</p> <p>6. Choices and Pathways: GCSEs</p> <p>7. Sexting and the Law</p>	<p>7. Gender, sex sexual orientation</p>	<p>For pupils to understand a range of environmental concerns and potential solutions to them</p> <p>For pupils to identify, understand and evaluate initiatives already in place at the school</p> <p>For pupils to consider ways in which the individual can behave and act in more sustainably</p> <p>For pupils to understand how the teenage brain develops, especially with reference to risk-taking and related factors such as peer pressure and anxiety.</p> <p>For pupils to identify and evaluate the risks associated with certain behaviour.</p> <p>For pupils to be aware of strategies to pre-empt, mitigate and manage risk.</p> <p>For pupils to know the options available to them for (I)GCSE courses at Charterhouse</p> <p>For pupils to understand the process by which they will choose their subjects, including key dates, where to look for advice and what to consider when choosing subjects</p> <p>For pupils to know and understand the definition of sexting as it applies to under-18s</p> <p>For pupils to know and understand the law relating to sexting for under-18s</p> <p>For pupils to know where to turn for support and reporting incidents, if needed</p> <p>For pupils to understand the challenges associated with body image, the signs of these and their causes, particularly personal and social pressures</p> <p>For pupils to understand the disparity between appearance/perception and reality</p> <p>For pupils to know and understand how to address these issues, including proactive measures</p> <p>For pupils to know and understand where to find support and advice</p>	
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	<p>8. Body Image</p> <p>9. Relationships and Gender Roles</p>	<p>8. Gender, sex, sexual orientation</p> <p>9. Gender, sex, Sexual orientation</p>		
<p>Cricket</p>	<p>Equality, Diversity and Inclusion <i>(Stephen Lawrence Day)</i></p> <p>British Values</p>	<p>Ethnicity</p> <p>Those protected characteristics covered under harassment in Equality Act 2010: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation</p>	<p>For pupils to recognise, discuss and engage critically with the issues surrounding race, not least systemic racism and individual responsibility</p> <p>For pupils to examine themselves and their life at Charterhouse in light of this understanding</p> <p>For pupils to consider critically and constructively strategies for addressing the issue at Charterhouse, including the 'Anti-Racism Charter'</p> <p>To provide a 'safe place' for pupils to discuss these issues</p> <p>To encourage pupils to take an active and responsible approach to these issues</p> <p>For pupils to understand the four fundamental British values and their relation to Charterhouse's values</p>	

	<p>Consent</p> <p>Financial choices</p> <p>Drugs and alcohol</p> <p>Choices and Pathways: Exams and Higher Education</p>	<p>Gender, sex, Sexual orientation</p>		
Remove (Year 10)	<p>Link to lesson plans and assessment method [for pupils, school staff and inspectors]:</p> <p><a href="#">Remove Tutors' Team (sharepoint.com)</a></p>			
Oration	<p>1.(Re-)introduction to Reach Out</p> <p>2.Self concept, Positive relationships, including the impact on relationships of portrayal of sexual relationships in mass media (begins in induction)</p> <p>3.Tutor Group Representatives selection</p>	<p>All protected characteristics highlighted as requiring particular respect</p> <p>Gender, sex, sexuality</p> <p>TGRs give particular opportunities for promotion of respect for protected characteristics of age and sex</p> <p>Focus on particular challenges for protected characteristics</p> <p>Gender, sex, Sexual orientation</p>	<p>1.Understand the purpose of Reach Out, expectations of behaviour, importance of boundaries, respect for all individuals particularly in relation to the Equality Act 2010, sources of support</p> <p>2. -Understand the concept &amp; importance of self-awareness</p> <p>- Be aware of your own strengths</p> <p>-Understand the concept of kindness &amp; empathy</p> <p>-Test your own empathy &amp; challenge yourself to be kinder</p>	<p><i>Misogyny and language: rethinking 'Lad Culture', by Bold Voices, Natasha Eeles</i></p>

	<p>4. Equality, Diversity and Inclusion <i>(Black History month)</i></p> <p>5. Bullying, abuse and discrimination</p> <p>6. Relationship values, including managing conflict, strong feelings, ending relationships,</p>		<p>4. -Understand the meaning of equality in our world today, the nature of difference &amp; diversity</p> <p>-Analyse the nature and pace of change in terms of equality</p> <p>-The impact of individual's beliefs and actions on community cohesion</p> <p>-Explain the importance of respecting diversity</p> <p>-Assess the impact of media, social media and actions on people's attitudes around diversity</p> <p>5. -Understand of what bullying is and strategies to fight it</p> <p>-identify common features of healthy relationships</p> <p>-evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe</p> <p>6. -Introduce common features of healthy relationships</p> <p>- evaluate the acceptability of a range of relationship behaviours and identify when a relationship may be unsafe</p>	
<p><b>Long</b></p>	<p>1. Relationship values including online relationships</p> <p>2. <i>Children's mental health week</i></p> <p>3. Equality Act 2010 – harassment on grounds of protected characteristics</p>	<p>3. Those protected characteristics covered under harassment in Equality Act 2010: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation</p>	<p>1. Differentiate between healthy and unhealthy relationships</p> <p>- Identify inappropriate conflict behaviours (including online) and suggest effective ways to respond</p> <p>2&amp;5. Identify the range of opportunities and challenges you be encountering this year</p> <p>- Explain strategies to help managing these challenges</p> <p>- Analyse how mental health and emotional wellbeing can change throughout life</p> <p>- Describe different negative thinking patterns and consider their potential impact on wellbeing</p> <p>-Reframe negative thinking and identify ways to learn from setbacks</p> <p>3. Recognise behaviour that reflects harassment by protected characteristic, sexual harassment, victimisation</p> <p>4. - Identify what consent is and how to ensure consent has happened</p>	<p><i>Consent &amp; sexual harassment, Jonny Hunt</i></p>

	4. Consent			
	5. Emotional health and wellbeing			
Cricket	Gender and sexuality			
	Safer Internet			
	Health-related decisions			
	Drugs, Alcohol and tobacco			
Fifths (Year 12)	Link to lesson plans and assessment methods [for pupils, school staff and inspectors]: <a href="https://charterhouse2-my.sharepoint.com/:o:/g/person/eh_charterhouse_org_uk/Ej4ra2F0CQ51u9kQJF4Z6_oB5XmXV9jneIRnUvqrs16-Zg?e=6XHZjr">https://charterhouse2-my.sharepoint.com/:o:/g/person/eh_charterhouse_org_uk/Ej4ra2F0CQ51u9kQJF4Z6_oB5XmXV9jneIRnUvqrs16-Zg?e=6XHZjr</a>			
Oration	(re-)introduction to Reach Out	All protected characteristics highlighted as requiring particular respect	Understand the purpose of Reach Out, expectations of behaviour, importance of boundaries, respect for all individuals particularly in relation to the Equality Act 2010, sources of support	
	Tutor Group Representatives selection	TGRs give particular opportunities for promotion of respect for protected characteristics of age and sex		
	Learning skills		Introduction to IB vs A-Level as pathways in the Sixth Form.	
	Choices and pathways			
	Gang / group behaviour	Awareness of how individuals with protected characteristics might be targeted.	Pupils are required to learn about social influences, for example, in gangs. Given that Charterhouse pupils are unlikely to belong to what is, explicitly, a gang, my suggestion is that we consider how our behaviour may be shaped by the groups we belong to and how authority figures can manipulate behaviour. <ul style="list-style-type: none"> <li>To reflect on how social influences shape behaviour</li> <li>To think about the importance of speaking out against behaviour that violates your core values</li> <li>To know sources of help if they are suffering from bullying.</li> </ul>	
	Sexual health, contraception and fertility	Gender, sex, Sexual orientation,	<ul style="list-style-type: none"> <li>To understand what sexual health issues.</li> <li>To know methods of protection and to consider reasons for using particular methods.</li> </ul>	
	Bullying, abuse and discrimination	Focus on particular challenges for protected characteristics	<ul style="list-style-type: none"> <li>To name and provide examples of the different types of bullying</li> <li>To know how bullying can affect people</li> <li>To know what to do to stop and prevent bullying at Charterhouse.</li> </ul>	
	Parenthood	Gender, sex, Sexual orientation,	<ul style="list-style-type: none"> <li>To consider the consequences of teenage pregnancy.</li> </ul>	
	Sex and the law	Gender, sex, Sexual orientation,	<ul style="list-style-type: none"> <li>To know key definitions of sexual offences and of consent.</li> <li>To consider the implications of the law on sex for them in and out of school</li> <li>To know sources of help</li> </ul>	

Long	Media Literacy and digital resilience	Gender, sex, Sexual orientation,	<ul style="list-style-type: none"> <li>To define the concept of a 'digital footprint'</li> <li>To understand the risks associated with sharing content online</li> <li>To explore the positive role technology can play in relationships</li> <li>To identify and respond to manipulation, pressure and coercion</li> <li>To critique harmful social norms around nude image sharing in groups</li> </ul>	
	Cyberbullying	Focus on particular challenges for protected characteristics	<ul style="list-style-type: none"> <li>Students can define cyberbullying and recognise examples of</li> <li>Students can identify which actions cross the line between 'banter' and cyberbullying (is banter ever acceptable?)</li> <li>Students can find help and know who to speak to if they're worried about something online</li> <li>Students can give advice about how to prevent or stop cyberbullying</li> </ul>	
	Safer internet day: personal safety online and children's mental health week		<ul style="list-style-type: none"> <li>defining the terms wellbeing and social media?</li> <li>outlining a range of strategies to improve wellbeing (including how to use social media responsibly)?</li> <li>explaining the importance of balance in online and offline activities?</li> </ul>	
			<ol style="list-style-type: none"> <li>Know that Carthusians come from a wide range of backgrounds and have a wide range of needs</li> <li>Understand how to empathise with others by thinking about their backgrounds and needs</li> <li>Articulate skills to support oneself and others in the face of harassment</li> </ol>	
	How to revise well.		To learn the best ways to do your revision for the exams.	Elevate
	Equality Act 2010 – harassment on grounds of protected characteristics	Focus on particular challenges for protected characteristics	<ol style="list-style-type: none"> <li>Know that Carthusians come from a wide range of backgrounds and have a wide range of needs</li> <li>Understand how to empathise with others by thinking about their backgrounds and needs</li> <li>Articulate skills to support oneself and others in the face of harassment</li> </ol>	
	Financial choices		Pensions, credit and debt, interest and tax. What are they and how might they impact me? Learn about borrowing, saving and interest.	
	Managing risk and personal safety: gaming		To understand that possible dangers and benefits of gaming.	
Cricket	Learning skills Choices and pathways		To consider ways in which we can boost our exam performance through areas outside of the academic – sleep, diet, exercise, ways of maintaining calm.	
1YS (Year 12)	Specialists Passport (Web view)			
Oration	<p>Relationship values, including personal values, prejudice, faith culture; Forming and maintaining respectful relationships (begins in induction)</p> <p>(Re-)introduction to Reach Out</p> <p>Tutor Group Representatives selection</p> <p>Anti-bullying week</p>	<p>All protected characteristics highlighted as requiring particular respect</p> <p>All protected characteristics highlighted as requiring particular respect</p> <p>TGRs give particular opportunities for promotion of respect for protected characteristics of age and sex</p>	Understand the purpose of Reach Out, expectations of behaviour, importance of boundaries, respect for all individuals particularly in relation to the Equality Act 2010, sources of support	

	Mental health and emotional well-being	Focus on particular challenges for protected characteristics		
Long	<p>Equality Act 2010 – harassment on grounds of protected characteristics</p> <p>Media Literacy and digital resilience</p> <p>Self-concept, including idealised images and considerations around body enhancement (including online issues)</p> <p>Safer internet day and children's mental health week</p> <p>Consent</p>	<p>Those protected characteristics covered under harassment in Equality Act 2010: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation</p> <p>Gender, sex, sexuality</p>	<p>Recognise behaviour that reflects harassment by protected characteristic, sexual harassment, victimisation.</p> <p>X3 weeks of university prep</p> <p><b>Online Blackmail x2:</b> to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate. To effectively challenge online content that adversely affects their personal or professional reputation. To build and maintain a positive professional online presence, using a range of technologies. How social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this. To be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation. When and how to report or access help for themselves or others in relation to extremism and radicalisation.</p> <p><b>Body Image x2:</b> Skills and strategies to confidently manage transitional life phases. To recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure. To understand the issues and considerations relating to body enhancement or alteration, including long-term consequences.</p> <p><b>Consent x2:</b> Outside speaker – Russell Robinson to discuss the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online). To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent. How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities.</p>	
Cricket	<p>Work and career</p> <p>Managing risk and personal safety</p> <p>Healthy lifestyles, including screening</p>			
2YS (Year 13)	Specialists Passport (Web view)			
Oration	<p>(Re-)introduction to Reach Out</p> <p>Tutor Group Representatives selection</p> <p>Choices and pathways</p> <p>Bullying, abuse and discrimination</p> <p>Anti-bullying week</p>	<p>All protected characteristics highlighted as requiring particular respect</p> <p>TGRs give particular opportunities for promotion of respect for protected characteristics of age and sex</p>	<p>Understand the purpose of Reach Out, expectations of behaviour, importance of boundaries, respect for all individuals particularly in relation to the Equality Act 2010, sources of support.</p>	

	Drugs, alcohol and tobacco	Focus on particular challenges for protected characteristics		
Long	<p>Sexual health and culture: sexuality and gender as a spectrum</p> <p>Sexual assault and harassment</p> <p>Equality Act 2010 – harassment on grounds of protected characteristics</p> <p>Safer Internet Day and Children’s Mental Health Week</p> <p>Financial choices</p> <p>Employment rights and responsibilities</p>	<p>Gender, sex and sexuality</p> <p>Gender, sex and sexuality, ethnicity, beliefs</p> <p>Those protected characteristics covered under harassment in Equality Act 2010: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation</p>	<p>Understand safe sex (in terms of abuse, sexually transmitted illnesses and contraception)</p> <p>Recognise behaviour that reflects harassment by protected characteristic, sexual harassment, victimisation</p> <p>How to plan expenditure and budget for changes in circumstances at university</p> <p>Calculate expected annual expenditure as a student</p> <p>To understand debt as a student and its impact on credit rating</p> <p>Understand and manage salary deductions, including taxation, national insurance and pensions</p> <p>Evaluate potential gains and risks of different debt arrangements and repayment implications</p> <p>Understand addictive nature of money</p> <p>Understand importance of professional conduct and how it can be enacted in different workplaces.</p> <p>Understand your personal values and how this relate to the workplace and working life; identify personal employability skills</p>	<p>Jonny Hunt</p> <p>Sex Ed Consultant</p> <p>What makes sex safe?</p> <p>Message board</p> <p>Patrick Foster</p> <p>Addiction: my story</p>
Cricket	Study leave			