

## PSHE/ RSE Scheme of Work – Yrs 7-11

<p><b>Year 7</b> (6 lessons)</p>	<p><u>PSHE (Senior Tutor) →</u></p> <ol style="list-style-type: none"> <li>1.) Introduction</li> <li>2.) Assumptions/ preconceptions/ prejudice/ bias.</li> <li>3.) Healthy Lifestyle – choices -&gt; implications.</li> <li>4.) Personal hygiene.</li> <li>5.) Interpersonal Relations – is it okay?</li> <li>6.) Anxiety/ coping strategies.</li> </ol> <hr/> <p><u>SUPPORTED BY...</u></p> <p><u>Tutorial Programme - weekly tutorial lesson):</u></p> <ol style="list-style-type: none"> <li>1.) Personal Organisation.</li> <li>2.) Basic social skills – getting on with others; mutual help &amp; support; where to find help.</li> <li>3.) Identity issues – national identity; stereotypes; prejudice &amp; discrimination; racism; sexism; women’s rights.</li> <li>4.) Health &amp; well-being – diet/ healthy eating; self-esteem/ self-confidence; friendship; bullying, incl cyber-bullying.</li> <li>5.) Personal &amp; collective values – social cohesion; British values.</li> </ol> <p><u>Assemblies:</u></p> <ol style="list-style-type: none"> <li>1.) Weekly Year Group</li> <li>2.) Weekly Whole School</li> <li>3.) Weekly Tutor Group</li> <li>4.) Weekly Chapel</li> <li>5.) Monthly Cathedral</li> <li>6.) Half-termly House.</li> </ol> <p><u>Curricular/ Co-Curricular:</u></p> <ol style="list-style-type: none"> <li>1.) <u>Science</u> – Yr 7 Biology (Reproduction).</li> <li>2.) <u>Religious Studies</u> – Human Identity &amp; Spirituality; Christianity – expressions of Christian belief; Truth – interpretations of religious texts; Hinduism – beliefs &amp; practices.</li> <li>3.) <u>PE &amp; Games</u> – Fitness Testing; gymnastic skills; athletics; team games. (*continues thro’out Yrs 8-11)</li> <li>4.) <u>Outdoor Education</u> – Team Building Day; Great Yews camp.</li> <li>5.) <u>Visiting speakers</u> – eg Social Media &amp; well-being.</li> </ol>	<p><u>Content/ indicative activities:</u></p> <p><u>Intro/ Communication:</u></p> <ul style="list-style-type: none"> <li>• What is PSHE/ RSE?</li> <li>• Ground Rules. (ref “Circle Time”)</li> <li>• Communicating with and respecting others.</li> <li>• Hearing &amp; Listening.</li> <li>• Verbal &amp; non-verbal communication.</li> </ul> <p><u>Assumptions/ preconceptions/ prejudice/ bias:</u></p> <ul style="list-style-type: none"> <li>• “Balloon Ride”-&gt; stereotypes/ assumptions, esp re sexuality, gender (LGBT)</li> <li>• “Stonewall” -&gt; <i>Fit</i> video – “Dance &amp; Drama”.</li> <li>• The language we use, esp discriminatory.</li> <li>• Accepting people – <i>Equality Act</i> + School policies (esp re LGBT, racism).</li> </ul> <p><u>“Bringing up the bodies” (“Crossrail burial ground”article):</u></p> <ul style="list-style-type: none"> <li>• lifestyle choices - tobacco use, sugar consumption, casual sex -&gt; implications?</li> <li>• Key elements of a healthy lifestyle.</li> </ul> <p><u>Personal hygiene:</u></p> <ul style="list-style-type: none"> <li>• importance -&gt; health &amp; social implications.</li> <li>• hand washing; coughs &amp; sneezes.</li> <li>• hair, face (+ shaving).</li> <li>• teeth brushing &amp; oral hygiene.</li> <li>• Armpits, torso &amp; “down below”.</li> <li>• foot care.</li> </ul> <p><u>“Is it okay?” -&gt; discussion stimulated by 10 “scenarios” – focus: attitudes to others who may differ from ourselves.</u></p> <p><u>Anxiety:</u></p> <ul style="list-style-type: none"> <li>• Anxiety is normal -&gt; when does it become a problem?</li> <li>• Sources of anxiety?</li> <li>• Coping strategies – top tips.</li> </ul> <p><u>“Any Questions?”</u></p> <p><a href="https://www.healthforteens.co.uk">https://www.healthforteens.co.uk</a> (NHS site – clear, lots of useful info, links)</p> <p><a href="https://www.kooth.com">https://www.kooth.com</a> (on-line counselling)</p> <p><a href="https://www.youngminds.org.uk">https://www.youngminds.org.uk</a> (mental health)</p> <p><a href="https://www.headspace.com">https://www.headspace.com</a> (mindfulness etc)</p> <p><a href="https://www.theredcard.org">https://www.theredcard.org</a> (anti-racism)</p> <p><a href="https://www.stonewall.org.uk">https://www.stonewall.org.uk</a> (LGBT+)</p> <p><a href="https://www.autisticuk.org">https://www.autisticuk.org</a> (neurodiversity)</p>
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	6.) <u>Careers intro.</u>	<a href="https://www.nutrition.org.uk">https://www.nutrition.org.uk</a>
<b>Year 8</b> (6 lessons)	<p><u>PSHE (Senior Tutor) →</u> 1.) Sex Education (4 lessons)</p> <p>2.) Interpersonal Relations – is it okay? (2 lessons)</p> <hr/> <p><u>SUPPORTED BY...</u> <u>Tutorial Programme - weekly tutorial lesson):</u></p> <ol style="list-style-type: none"> <li>1.) Social issues &amp; politics (free speech; censorship; media; political system – parties, policies, manifestos; stereotypes; criminality; crime &amp; punishment; migrants; asylum seekers.)</li> <li>2.) Identity (types of identity; national identity; prejudice, discrimination, racism; sexism; women’s rights; “British values”.)</li> <li>3.) Personal safety (out &amp; about; digital risks; sexting &amp; the law; on-line safety.)</li> <li>4.) Health &amp; well-being (alcohol, smoking, drugs; body image; diet; eating disorders; stress &amp; anxiety.)</li> </ol> <p><u>Assemblies:</u></p> <ol style="list-style-type: none"> <li>1.) Weekly Year Group</li> </ol>	<p><u>Content/ indicative activities:</u> Sex Ed:</p> <ul style="list-style-type: none"> <li>• Introduction – rationale – why now?</li> <li>• Puberty.</li> <li>• Why do people have sex?</li> <li>• “Test Your Knowledge” exercise.</li> <li>• Sexual Anatomy: am I “normal”?</li> <li>• The Law, esp re consent. (<i>Sexual Offences Act</i>)</li> <li>• Sexual morality/ ethics – faith perspectives.</li> <li>• When is “The Right Time”?</li> <li>• What happens when people have sex?</li> <li>• What is “normal”? LGBT. Asexuality/ Ace, greysexuality.</li> <li>• Contraception – basic outline (barrier; hormonal; other).</li> <li>• STIs – basic outline - what are these?</li> <li>• Attitudes/ values – love and sex; perils of porn; “sexting”.</li> </ul> <p>“Is it okay?” → discussion – focus: respect and appropriate behaviours re sexual and gender matters. “Any Questions?”</p> <p><a href="https://www.healthforteens.co.uk">https://www.healthforteens.co.uk</a> (NHS site – very good) <a href="https://www.brook.org.uk">https://www.brook.org.uk</a> (focused on sexual health etc, but lots of other really useful health info, links etc – very good) <a href="https://www.stonewall.org.uk">https://www.stonewall.org.uk</a> <a href="https://www.gires.org.uk">https://www.gires.org.uk</a></p>

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	<p>2.) Weekly Whole School          3.) Weekly Chapel          4.) Weekly Tutor Group          5.) Monthly Cathedral          6.) Half-termly House</p> <p><u>Curricular/ Co-Curricular:</u></p> <p>1.) <u>Science</u> – Yr 8 Biology (Nutrition).          2.) <u>Religious Studies</u> – Morality – Buddhism &amp; Christianity; Islam – beliefs &amp; practices; Religion &amp; Science.          3.) <u>PE &amp; Games*</u>          4.) <u>Outdoor Education</u> – Survival Night          5.) <u>Visiting speakers</u> – eg mental health.          6.) <u>Careers intro</u></p>	
<p><b>Year 9</b> (6 lessons)</p>	<p><u>PSHE (Senior Tutor) -&gt;</u>          1.)Cancer Awareness (2 lessons)</p> <p>2.)Drugs Awareness (2 lessons)</p> <p>3.) Interpersonal Relations – is it okay? (2 lessons)</p> <hr/> <p>SUPPORTED BY...</p> <p><u>Assemblies:</u></p> <p>1.) Weekly Year Group</p>	<p><u>Content/ indicative activities:</u></p> <p>What is “cancer”?</p> <ul style="list-style-type: none"> <li>• Risk factors &amp; risk reduction (lifestyle choices/ healthy lifestyles).</li> <li>• Breast, Brain, Skin cancers – warning signs.</li> <li>• Testicular, prostate, penile cancers.</li> <li>• Testicular self-examination (“Know Your Balls!” video; “TESCO”)</li> </ul> <p>What are “drugs”?</p> <ul style="list-style-type: none"> <li>• Why use drugs?</li> <li>• Drug use in historical &amp; social contexts.</li> <li>• Drugs and the Law (<i>Misuse of Drugs Act; Medicines Act; Psychoactive Substances Act; School policy</i>) → implications.</li> <li>• Drug use &amp; health → implications, physical and psychological.</li> <li>• Lethal Dose Factors → how “dangerous” are “drugs”?</li> <li>• Drug use in context -&gt; what’s legitimate and what is not.</li> <li>• Are legal drugs “safe”? (ref alcohol)</li> <li>• Finding accurate/ reliable information – <a href="https://www.talktofrank.com">https://www.talktofrank.com</a></li> <li>• Video – <i>A Child For Life</i> re Foetal Alcohol Syndrome.</li> <li>• Drugs, criminality &amp; society - “County Lines” etc.  <a href="https://www.drinkaware.co.uk">https://www.drinkaware.co.uk</a> (alcohol)  <a href="https://www.alcoholchange.org.uk">https://www.alcoholchange.org.uk</a></li> </ul>

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	<p>2.) Weekly Whole School 3.) Weekly Tutor Group 4.) Weekly Chapel 5.) Monthly Cathedral 6.) Half-termly House</p> <p><u>Curricular/ Co-Curricular:</u></p> <p>1.) <u>Religious Studies</u> – Judaism; Does God exist?; The Problem of Evil. 2.) <u>PE &amp; Games*</u> 3.) <u>Outdoor Education</u> – Pencil Outdoor Activities week, or school-based activities. 4.) <u>Visiting speakers</u> 5.) <u>Careers &amp; GCSE options guidance</u></p>	<p>(alcohol) <a href="https://www.wearewithyou.org.uk">https://www.wearewithyou.org.uk</a> (alcohol and drugs)</p> <p>“Is it okay?” → discussion – focus on drug use and related matters, esp inappropriate and dangerous associations (“County Lines” etc). “Any Questions?”</p> <p><a href="https://www.orchid-cancer.org.uk">https://www.orchid-cancer.org.uk</a> (testicular cancer) <a href="https://www.testicularcanceruk.com">https://www.testicularcanceruk.com</a> (testicular cancer) <a href="https://www.baggytrousersuk.org">https://www.baggytrousersuk.org</a> (testic ca) <a href="https://www.macmillan.org.uk">https://www.macmillan.org.uk</a> (cancer) <a href="https://www.healthforteens.co.uk">https://www.healthforteens.co.uk</a></p>
<p><b>Year 10</b> (6-7 lessons)</p>	<p><u>PSHE (Senior Tutor) -&gt;</u> 1.) Healthy Lifestyle &amp; Risk Taking (2 lessons)</p> <p>2.) Personal Safety &amp; Self-protection (1 lesson)</p>	<p><u>Content/ indicative activities:</u></p> <ul style="list-style-type: none"> <li>• Risks/ Risk taking (“Risk Taking Continuum”)</li> <li>• What is “a risk”? Why might risks be taken? Assessing risk - “Lies, damned lies, and statistics”.</li> <li>• Cost/ Benefit analysis – eg driving; swimming; drinking &amp; smoking; sport.</li> <li>• Making judgements: assumptions, preconceptions, bias/ confirmation bias, “group think”, prejudice (“Vote For Me!” exercise.)</li> <li>• Whom can we trust and why? Potential sources of support?</li> <li>• Bodily dysmorphia, eating disorders, obsessive exercise, “body culture” (<i>Tyger Takes On Body Image</i>, and <i>Porn</i> videos - selected extracts.)</li> <li>• Dangers of “supplements”; extreme diets &amp; training regimes; steroids etc</li> <li>• Coping strategies – eg “The Wisdom of Boxers”; breathing and visualisation exercises.</li> <li>• Alcohol - dangerous drug (link back to Drugs Awareness in Yr 9).</li> <li>• Short &amp; Long-Term risks of alcohol misuse.</li> <li>• Videos - <i>A Few Drinks More</i> (extracts), + reshaw extracts from FAS vid. seen in Yr 9. <a href="https://www.talktofrank.com">https://www.talktofrank.com</a></li> <li>• Domestic safety – eg fire hazards; Kitchen safety/ hygiene; carbon monoxide; circuit breakers &amp; fuse</li> </ul>

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<p>3.) Money Matters – basic economics; personal finance – budgets, bank accounts, credit/ loans etc. Gambling. (2 lessons)</p> <p>4.) Interpersonal Relations → Is it okay? (2 lessons)</p> <hr/> <p><b>SUPPORTED BY:</b>  <u>Other “carousel” activities:</u></p> <ol style="list-style-type: none"> <li>1.) Well being</li> <li>2.) Citizenship</li> <li>3.) Careers</li> <li>4.) PE*</li> </ol> <p><u>Assemblies:</u></p> <ol style="list-style-type: none"> <li>1.) Fortnightly Year Group</li> <li>2.) Fortnightly Chapel</li> <li>3.) Weekly Tutor Group</li> <li>4.) Weekly Whole School</li> <li>5.) Monthly Cathedral</li> <li>6.) Half-termly House</li> </ol> <p><u>Curricular/ Co-Curricular:</u></p> <ol style="list-style-type: none"> <li>1.) <u>GCSE Biology</u> – through Yrs 10 &amp; 11 (includes basic genetics/ inheritance; micro-organisms &amp; disease, incl STIs; homeostasis etc)</li> <li>2.) <u>GCSE Religious Studies</u> – through Yrs 10 &amp; 11 (includes Christianity &amp; Sikhism; Ethical Themes – Relationships; Life &amp; Death; Good &amp; Evil; Human Rights)</li> <li>3.) <u>Multifaith Day</u></li> <li>4.) <u>Games*</u></li> </ol>	<p>boxes; stop cocks; electrical overloads; light bulbs...</p> <ul style="list-style-type: none"> <li>• Safety on the street – common sense/ situational awareness/ threat avoidance and reduction.  <a href="https://www.premierself-defence.co.uk">https://www.premierself-defence.co.uk</a> (good top tips section)</li> <li>• Muggings/ personal attacks etc – dos/ don’ts.</li> <li>• Water hazards, esp combined with alcohol.</li> <li>• Car safety – lifts with mates/ drink driving.</li> <li>• Seat belts! (Princess Di)</li> <li>• On the beach – sea, tides, cliffs etc.</li> <li>• On-line personal security – key points.  <a href="https://www.hse.gov.uk">https://www.hse.gov.uk</a> (Health &amp; Safety Executive)  <a href="https://www.sja.org.uk">https://www.sja.org.uk</a> (First Aid training)</li> </ul> <ul style="list-style-type: none"> <li>• “Money Matters” - economic theories, “business basics” and key points re personal finance. Vid. “Made of Money”. Gambling (esp on-line) → why gamble? Relate back to Risk/ Risk taking behaviour, + issues of psychological wellness.  <a href="https://www.moneymakesence.co.uk">https://www.moneymakesence.co.uk</a>  <a href="https://www.gambleaware.org">https://www.gambleaware.org</a></li> </ul> <p>“Is it okay?” → discussion covering a wide range of issues, incl mental health, radicalisation/ extremism, drug &amp; alcohol misuse, inappropriate relationships/ associations, gambling, porn etc.          “Any Questions?”  <a href="https://www.healthforteens.co.uk">https://www.healthforteens.co.uk</a>  <a href="https://www.brook.org.uk">https://www.brook.org.uk</a>  <a href="https://www.youngminds.org.uk">https://www.youngminds.org.uk</a>  <a href="https://www.headspace.com">https://www.headspace.com</a></p>
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	<p>5.) <u>Outdoor Education</u> – D of E Award available.</p> <p>6.) <u>Visiting Speakers</u></p>	
<p><b>Year 11</b> (5 lessons)</p>	<p>PSHE (Senior Tutor) -&gt;</p> <ol style="list-style-type: none"> <li>1.) Gender, Sexuality &amp; Identity</li> <li>2.) Sexually Transmitted Infections</li> <li>3.) Contraception</li> </ol> <p>Interpersonal Relations – is it okay?</p> <hr/> <p>SUPPORTED BY:</p> <p><u>Other “carousel” activities:</u></p> <ol style="list-style-type: none"> <li>1.) Well being</li> <li>2.) Citizenship</li> <li>3.) Careers</li> <li>4.) PE*</li> </ol> <p><u>Assemblies:</u></p> <ol style="list-style-type: none"> <li>1.) Fortnightly Year Group</li> <li>2.) Fortnightly Chapel</li> <li>3.) Weekly Tutor Group</li> <li>4.) Weekly Whole School</li> <li>5.) Monthly Cathedral</li> <li>6.) Half-termly House</li> </ol> <p><u>Curricular/ Co-Curricular:</u></p> <ol style="list-style-type: none"> <li>1.) <u>GCSE Biology</u> – contd from Yr 10.</li> <li>2.) <u>GCSE Religious Studies</u> – contd from Yr 10.</li> <li>3.) <u>Games*</u></li> <li>4.) <u>Outdoor Education</u> – D of E available.</li> <li>5.) <u>Visiting Speakers</u></li> <li>6.) <u>Individual Careers Guidance Interview</u></li> </ol>	<p><u>Content/ indicative activities:</u></p> <p>LGBT+ <a href="https://www.stonewall.org.uk">https://www.stonewall.org.uk</a>  <a href="https://www.gires.org.uk">https://www.gires.org.uk</a></p> <ul style="list-style-type: none"> <li>• TRB <i>Glad to be Gay</i></li> <li>• powerpoint – key points, incl law – eg <i>Gender Recognition Act, Equality Act.</i></li> </ul> <p>Consent &amp; related issues –</p> <ul style="list-style-type: none"> <li>• <i>The Sexual Offences Act</i></li> </ul> <p>STIs – powerpoint (explicit) – help/ advice  <a href="https://www.wiltshiresexualhealth.co.uk">https://www.wiltshiresexualhealth.co.uk</a></p> <p>Contraception – incl Powerpoint, &amp; demo of contraceptive devices.</p> <p>“Is it okay?” -&gt; scenario based discussion.          “Any Questions”?  <a href="https://www.healthforteens.co.uk">https://www.healthforteens.co.uk</a>  <a href="https://www.brook.org.uk">https://www.brook.org.uk</a></p>
<p><b>Sixth Form (Years 12 &amp; 13)</b></p>	<ol style="list-style-type: none"> <li>1.) Each student has a <b>mentor</b>.</li> <li>2.) <b>Confidential mentoring &amp; pastoral support</b> available: Sixth Form Office; Pastoral Support Staff; Chaplain; Senior Tutor.</li> <li>3.) <b>Citizenship Conference</b>.</li> <li>4.) <b>Specialist Careers Guidance and University Application</b> support available to all.</li> <li>5.) <b>Head’s Lectures</b>.</li> <li>6.) Other <b>speakers</b> on a range of issues, incl mental health.</li> <li>7.) <b>Assemblies</b> – broadly as per Yrs 7-11.</li> <li>8.) <b>Duke of Edinburgh’s Award Scheme</b> available.</li> <li>9.) <b>Weekly Games</b> and/ or</li> </ol>	<p><b>SEE SEPARATE NOTES ON YEARS 12 &amp; 13 WELLNESS.</b></p> <p><a href="https://www.brook.org.uk">https://www.brook.org.uk</a> (v good – lots of topics as well as sexual health)  <a href="https://www.healthforteens.co.uk">https://www.healthforteens.co.uk</a> (NHS site – very clear, wide ranging, lots of links)  <a href="https://www.nutrition.org.uk">https://www.nutrition.org.uk</a> (food &amp; nutrition)  <a href="https://www.wiltshiresexualhealth.co.uk">https://www.wiltshiresexualhealth.co.uk</a>  <a href="https://www.gires.org.uk">https://www.gires.org.uk</a> (gender diversity)  <a href="https://www.stonewall.org.uk">https://www.stonewall.org.uk</a> (LGBT+)  <a href="https://www.talktofrank.com">https://www.talktofrank.com</a> (drugs)  <a href="https://www.theredcard.org">https://www.theredcard.org</a> (anti-racism)  <a href="https://www.youngminds.org">https://www.youngminds.org</a> (mental health)  <a href="https://www.kooth.com">https://www.kooth.com</a> (on-line counselling)  <a href="https://www.headspace.com">https://www.headspace.com</a> (mindfulness)  <a href="https://www.macmillan.org.uk">https://www.macmillan.org.uk</a> (cancer)</p>

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<p><b>Community Service.</b></p> <p>10.) <b>Sixth Form Council; School Council</b> – chaired by Sixth Formers.</p> <p>11.) <b>Senior Prefect, Heads of Houses</b>, and a wide range of other <b>prefectorial</b> roles available.</p> <p>12.) <b>Charity Committee</b> and related activities – run by Sixth Formers.</p>	<p><a href="https://www.orchid-cancer.org.uk">https://www.orchid-cancer.org.uk</a> (testicular cancer)</p> <p><a href="https://www.testicularcanceruk.com">https://www.testicularcanceruk.com</a></p> <p><a href="https://www.breastcancer.org">https://www.breastcancer.org</a></p> <p><a href="https://www.baggytrousersuk.org">https://www.baggytrousersuk.org</a> (testicular cancer)</p> <p><a href="https://www.gambleaware.org">https://www.gambleaware.org</a> (gambling)</p> <p><a href="https://www.wearewithyou.org.uk">https://www.wearewithyou.org.uk</a> (alcohol, drugs)</p> <p><a href="https://www.autisticuk.org">https://www.autisticuk.org</a> (neurodiversity)</p> <p><a href="https://www.hse.gov.uk">https://www.hse.gov.uk</a> (Health &amp; Safety Exec)</p> <p><a href="https://www.sja.org.uk">https://www.sja.org.uk</a> (St John Ambulance)</p> <p><a href="https://www.moneymakesense.co.uk">https://www.moneymakesense.co.uk</a> (finance)</p> <p><a href="https://www.premierself-defence.co.uk">https://www.premierself-defence.co.uk</a> (some good tips on personal protection/ self-defence)</p>
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### Monitoring - effectiveness indicators:

1. PSHE/ RSE lessons -> “Is it okay?” & “Any Questions” discussions **provide indications** of students’ knowledge & understanding of (and concerns about or interests in) such matters as consent, interpersonal relations and discriminatory behaviours, which **informs** updating and amendment of the content of lessons and of the “Checklists” made available to all on the School’s website. The routine **individual and collective conduct of students** provides evidence of their ability to behave appropriately and engage positively with others.
2. Incidents of bullying, racist and other anti-social and discriminatory behaviours (generally dealt with, in the first instance, by Pastoral Care Offices) provide **some indication** of how well integrated socially and interpersonally students are.
3. **Referrals** (often self-referrals by KS5 students) to the senior tutor provide **insights** into sensitive personal issues which may be troubling some students. Although such discussions are confidential, insights into the lives of students thereby gained are **used to inform content** of PSHE/ RSE lessons & “Checklists” and to **provide feedback** to the School’s Leadership Team and Pastoral Care staff. [Any Child Protection/ Safeguarding concerns are referred immediately to the Safeguarding Team.]
4. **Pupil surveys** and **Sixth Form** and **School Councils** provide **feedback** on issues of concern to students.
5. The majority of students complete **organised group activities** such as the **Team Building Day** and **Great Yews Camp** [Yr 7]; **Survival Night** [Yr 8]. Approximately half of Year 9s attend the **Pencelli Outdoor Activities** week; the remainder complete a school-based Activities Week.
6. Significant numbers of students in Years 10-13 complete **D of E Awards**, some to Gold Standard.
7. The student run **Charity Committee** organises regular whole school fund raising activities, the success of which **indicates high levels of social engagement and concern** for others.
8. Many students engage in **extracurricular activities** either in school (eg choir, sports teams, charitable activities, clubs) or outside (eg scouts, cadets, local sports teams, musical/

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- theatre/ creative arts, faith based), which is **evident** during tutorial lessons, careers guidance and when applying for part-time employment and further & higher education.
9. Year 10 students participate in the RS Department's **Multi-Faith Day** which aims to develop awareness of the variety of faith (and no faith) perspectives on life in contemporary Britain and how these shape lives. **Guest speakers often comment positively** on the engagement of BWS students with their presentations.
  10. Years 7-11 students (unless individually "disapplied") participate in (at levels appropriate to their abilities) PE & Games (incl **Fitness Testing**), thereby gaining the health benefits of physical activities, and developing communication, collaborative & interpersonal skills and planning and team building capabilities. **Progress is reported regularly** to Parents/ Guardians.
  11. Years 12-13 students participate in some form of physical activity or undertake **Community Service** – many do both.
  12. Year 12 students participate in the annual **Citizenship Conference** which aims to promote awareness of and engagement with a range of political, social and ethical issues.
  13. Years 7-9 students study English & Drama, Maths, MFL, Science, RS, Art/ DT, Music, History and Geography. They are exposed to a range of perspectives and insights as well as developing the academic skills necessary to proceed to KS4. As well as routine assessment, annual **internal exams** are held in most subjects. **Progress is reported regularly** to Parents/ Guardians. Satisfactory participation and progress in this curriculum are **key indicators** of good social integration and the development of a range of intellectual and personal skills.
  14. Years 10-11 students (unless "disapplied") take "Core Subjects" (English, Maths, Science, Humanities, MFL or an alternative option) plus 3 "options" to GCSE, in which they are **examined** – internal school exams and public exams. Every student (unless individually "disapplied") takes GCSE Biology (AQA) [which includes "Infection & Response", "Homeostasis", "Inheritance, Variation & Evolution" and "Ecology"] and "full-course" GCSE Religious Studies (WJEC Eduqas), half of which covers "Ethical Themes" ["Relationships", "Life & Death", "Good & Evil" and "Human Rights"]. The **majority achieve grades 6-9 in GCSE Biology and Religious Studies – externally validated evidence** of good knowledge and understanding of such matters as disease transmission, scientific fallacies, environmental issues, public and private morality, ethics and "ways of being".
  15. In addition to the standard 3 GCE A Level courses, KS5 students complete either EPQ, "Core Maths" or "Further Maths A Level" courses and attend a range of talks/ lectures/ workshops on "Mental Health", "Drugs", "Road Safety" and other topics of general interest.
  16. The enthusiastic **participation** of students in **whole school events** (eg Sports Day, Inter-House Music and Drama Competitions, debates) and the annual Inter-House Cup Competition provides **clear evidence of social cohesion and engagement** and the development of communication, collaborative and team building skills.
  17. In recent years, there have been a number of transgender students at BWS. The School has accommodated their needs in a pragmatic and accepting manner.

(CRH, 2020)