

CURRICULUM POLICY INCLUDING PROMOTION OF BRITISH VALUES (303)

The school implements a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for;

Full-time supervised education for pupils, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education

The school offers a broad-based and rigorous curriculum. The National Curriculum forms the basic framework across Foundation Stage to Key Stage 4, but this is delivered in an enriched form where staff feel the student would benefit. Science subjects are taught separately from Year 9. The creative arts subjects are highly valued and taught as discrete subjects from year 7 and the school has an exciting wide-ranging sports programme for students across the age range, encouraging girls to explore the many possibilities for regular exercise.

Regular opportunities are provided for pupils to personalise their own curriculum such as MFL selection in Year 7, a broad range of GCSE option choices with no subject combination restrictions and a wide variety of electives for study alongside A levels. Pupils may also choose to study twilight courses such as Further Maths.

The range of pupil ability is broader at Sutton High School than in other independent and maintained selective schools. Where appropriate, the curriculum for individual girls is adjusted to meet their needs, for example by providing additional support in English as an Additional Language, reducing the number of courses studied or providing small group or individual learning support. Pupils identified as most able are offered appropriate additional activities as opportunities arise; their names are communicated to Heads of Department so that work may be planned taking their needs into account. Opportunities for differentiation, independent learning and the development of literacy and numeracy are identified in departmental schemes of work.

The delivery of the curriculum aims to promote the development of an enquiring mind, independent learning and the opportunity to develop communication, organisation and team working skills. Opportunities to confront challenges and to develop leadership qualities are also created.

The provision for teaching of PSR (Personal and Social Responsibility) in years 7 to 10 develops girls' sense of belonging, both with Sutton High School and into the local community and wider world. This unique addition to the curriculum allows girls to formulate their own views, discuss and debate, think about current issues and learn to be a valued member of society.

Cross-curricular work and projects encourage pupils to see the connections between learning domains. Enrichment projects spread across the age range and develop a love of learning, where girls are motivated to challenge themselves. These projects include:

- Kaleidoscope (Y7 and Y8)
- Fiercely Independent Project (Y9)
- Learning Power (Y10)
- Year 11 Enrichment (Y11)
- Sixth Form Enrichment (Y12 and 13)

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Subject Allocations and Organisation

The Senior School works a weekly timetable of 40 x 40 minutes. The school works for 173 days (35 weeks) and the hours (weekly) are as follows;

Year 7-11 27.1 hours

Year 12 & 13 hours can vary from 19 to 21.5 hours

Key Stage 3

All girls study one modern language. French, German and Spanish are first taught on rotation at the start of Autumn term in Year 7, prior to girls selecting their choice to continue from November. Opportunities to experience Latin and Mandarin are also provided.

In Year 8, students are given the opportunity to select part of their Kaleidoscope programme with a wide range of sessions available from Photography to Podcasting.

In June of Year 9, pupils move to their option subjects for GCSE and start the course at that point, running alongside the Fiercely Independent Project.

Key Stage 4

All girls are required to take the following core GCSE courses:

- English Language and Literature
- Mathematics
- At least two Science subjects from Biology, Chemistry and Physics

All girls are also required to participate in Core PE, Ethics and Beliefs and PSR.

Girls have a choice of four further GCSE options. Girls will take 9 GCSEs although for some girls 8 GCSEs and a tailored study support programme will be more appropriate.

Optional Subjects are:

- Latin
- Mandarin
- Classics
- Spanish
- German
- French

- Computer Science
- Geography
- History
- Philosophy, Ethics and Religion
- Art
- DT
- Drama
- Music
- PE
- Business

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- Dance
- Psychology

Key Stage 5

In Year 12, students select three A Levels and study for the Extended Project Qualification or another elective (e.g. Sports Leaders Award). In Year 13, students typically take 3 A Level qualifications. Please refer to the Sixth Form Prospectus for option subjects. All Sixth Form students also attend weekly sports sessions and have a weekly timetabled period with their tutor, plus participate in an enrichment programme.

Co- Curricular Activities

Please refer to the year-by-year co-curricular timetables.

1. Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHC Plan

Throughout the school adaptive teaching is used within lessons to ensure that each pupil is able to access the learning at a level appropriate to their aptitude. Staff use extension materials in order to stretch and challenge able pupils and scaffold tasks to support those who need it. Teacher observation and knowledge of each pupil is the most comprehensive tool in assessing the aptitude of pupils and all staff use assessment for learning strategies in their teaching to ensure that all pupils are assessed and make progress. The use of ICT contributes to the success of these approaches.

Departments use subject material to support teaching which is a) specifically aimed at the age group and b) caters for a wide range of aptitudes – it can be accessed at a range of levels and from a range of angles.

In Years 10-13 departments follow public examination specifications which specify material appropriate for pupils in each year group. All staff take care to ensure that any support materials used are appropriate for the year group they are used with. Staff also use other materials appropriate for the age and aptitudes of pupils e.g. at 6th form level staff use articles from subject specific publications and for more able pupils staff may give them/recommend more academic material to study.

Pupils with an EHC Plan access the same subject matter across the curriculum with differentiation being evidenced by outcome and groupings. There may also be extra comprehension and reading support given and examination support where appropriate. The SENCO regularly communicates with teachers, TAs and pupils to ensure that the subject matter delivered is matched to needs and aptitude.

Students with EAL are given lessons with our EAL Teacher which lead towards appropriate examinations (for example the Cambridge English Qualifications for candidates in Year 11 and Sixth Form). We provide a wide range of resources to support their acquisition of language. As in any other MFL, they develop their listening, speaking, reading and writing skills and there are regular spelling tests to support this. Activities include role-plays and discussions. The EAL department subscribes to “First News” (to be found in library).

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EAL pupils may also give up one or two subjects, usually a humanities subject and/or Latin, in order to give them more curriculum time for the necessary support.

2. Pupils to acquire skills in speaking and listening, literacy and numeracy;

Pupils are given many opportunities to express views and to contribute and to listen to others in lessons and these opportunities are built into departmental schemes of work. In English pupils are given frequent opportunities to develop their speaking and listening in class, as well as opportunities to participate in public speaking competitions within the GDST. Many other subjects set presentations as assessments. In lessons pupils often listen to audio/visual material and drama is used in many subjects to reinforce learning. Students are also required to lead an assembly to the upper or lower school in each academic year as part of their form group or as a representative of a subject area.

Literacy is built in to all subjects through their assessment criteria for written work. Many subjects offer subject specific word bank lists to support literacy as well as a recommended reading list.

All subjects aid numeracy in some way. Data analysis is vital to many subjects and in those where numeracy is less prevalent techniques such as timelines, pie charts, graphs and averages are used.

3. Where a pupil has an EHC Plan, education which fulfils its requirements

The school is a selective independent school and entry is determined by 11+ examination. We do not take all pupils with EHC Plans; however, if we have the resources to provide effective learning and support to a pupil with an EHC Plan, we will fulfil our responsibilities. We take each application on its own merit.

Sutton High school has an effective SEND/ALN Policy which ensures that provision is made for pupils with EHC Plans and/or specific learning needs.

This policy has been devised to promote the successful inclusion of pupils with learning difficulties and/or disabilities at Sutton High. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Please see the Additional Learning Needs Policy (312) and the GDST Inclusion Policy for further details.

4. Personal, social and health education (including RSE) which reflects the school's aims and ethos

Girls have weekly 40 minutes lessons with specialist teachers in Years 7 to 11.

Personal and Social Responsibility (PSR) specifically aims to raise awareness of inclusion, specifically in terms of disability, age, race, religion, gender reassignment, sexual orientation, marriage and civil partnership and maternity. PSR lessons:

- Give girls the basic skills, experience, knowledge and attitudes that are required for work and leisure in a rapidly developing society

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- Enable pupils to become progressively responsible for their own personal, social, health and citizenship education through a programme of study that takes into account information gained through Personal and Social Responsibility, other subjects and within their own homes
- Provide a safe and relaxed environment where each individual is respected and each protected characteristic is recognised and included and in which pupils feel free to discuss and explore their ideas, opinions and concerns

Each year group has the opportunity to study a variety of topics which provide opportunities for individual, paired and group work. Discussion is a key component of the PSR lessons, with girls encouraged to express their opinions, and listen to others'. External speakers are invited to speak to pupils as appropriate.

For Years 7 to 10, the Careers education is delivered through the PSR sessions.

The Programme of Study can be found at the end of this Policy, as Appendix 1.

Sixth Form

Sixth Form Enrichment has 5 key strands, all of which include aspects of PSR and which are supplemented by a number of external speakers and visits each term. We adapt our programme each year in light of student feedback and interests.

EPQ is taught outside of the Enrichment programme as one of our Electives.

- Autumn Year 12 – Becoming an Independent Learner and Giving Something Back
 - Independent and subject specific study skills to support students bridge the gap between GCSE and A Level
 - Wider reading project, including MOOCS and presentation skills
 - Development of wider academic interests and study skills through visits
 - Introduction to Volunteering
- Spring Year 12 – Becoming a Researcher and a Leader
 - Post 18 Opportunities - UCAS and Apprenticeships introduction and use of Unifrog to develop employment competencies
 - Public speaking training
 - Introduction to Leadership workshop
- Summer Year 12 – Developing Wider Interests and Preparations for the Future
 - Speakers on a range of issues (reviewed annually)
 - UCAS applications and personal statement workshops
 - Expanding research at the UCAS Discovery Event and Open Days
- Autumn Year 13 – Becoming a More Effective Communicator
 - Workshops on application writing, interviews and personal presentation skills
 - Careerstart Workshops on networking, 21st Century recruitment and asking for a pay rise

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Spring Term Year 13 – Beyond Sutton High

- Cooking
- Safe travel
- Finances for University and for Life
- Self-defence workshops
- First aid essentials for university

5. Appropriate careers guidance for pupils receiving secondary education;

We are committed to implementing a careers programme that ensures students are individually ready for the future.

Students are encouraged to keep an open mind and be curious about careers; to aim high (with courage), seize opportunities both inside and outside of school (with truth) and to take plenty of time to explore and reflect (with joy) so that:

- they are both aware of and, can fully consider all their options,
- they can make sense of careers and labour market information (LMI) and keep up to date with changes to the labour market,
- they develop a keen sense of self-awareness to aid with choosing next steps and thinking about the future,
- they are aware of the importance of transferable skills and can confidently evaluate and record these.

CEIAG is delivered to all pupils through the curriculum via a combination of PSR lessons (Years 7-11), subject lessons, form time and stand-alone activities including a biennial Careers Fair in addition to short guidance meetings at key transition points in Year 9, 10, 11 and 12. Head of Careers is a qualified careers adviser and available to all students.

Year 7

Students start to learn about skills and how they relate to the world of work, begin to develop self-awareness and start to explore careers and labour market information.

- Students are introduced to the 'Job Explorer Database' (JED) to explore different careers and labour market information (LMI)
- Students prepare questions and work as part of a group to interview members of staff to find out more about different career pathways and to practice interview skills and presentation skills, when presenting their findings in class

Year 8

Students experience a workplace and encounter employers through participation in Take Our Daughter to Work Day.

- Students learn about presentation skills and how they relate to the world of work
- Students are asked to be curious during TODTW and report back to the class about their day
- Students use Unifrog to record skills
- Students participate in careers-related form time activities

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Year 9

Students are introduced to the Careers library and other sources of careers and labour market information, by Head of Careers and find out how they can arrange a one-to-one careers meeting as they consider their option choices.

- Students complete Morrisby Aspirations to support the further development of their self-awareness and to aid the process of making informed GCSE option choices
- In PSR Careers lessons, students learn about emerging and declining careers, the importance of transferable skills, decision making and thinking about where GCSE options may lead
- Students and parents are invited to the Options evening to find out more about different subjects and talk to staff and students
- Students participate in careers-related form time activities
- Students have access throughout the academic year to online GDST CareerStart talks to boost awareness of careers and pathways
- Students have a guidance meeting with their parents/guardians, Head of Careers and another staff member to talk about option choices
- Students continue to use Unifrog to record skills

By the end of Key Stage 3 (Year 7/8/9) students should have developed a good awareness and understanding of their own strengths and abilities, be informed and inspired about a wide and ambitious range of career paths, started to build an understanding of the world of work including apprenticeships, started to make sense of a wide range of careers information and resources, considered the skills needed for life beyond SHS and be able to make informed decisions about their GCSE options.

Year 10

Students are encouraged to start looking ahead to the future, continue to think about skills and start to make practical preparation for work experience that they will undertake at the end of Year 11.

- Students participate in PSR Careers lessons on topics including creating a CV and covering letter for work experience, looking at the future world of work and the skills required to navigate the fourth industrial revolution and exploring the labour market in our local borough of Sutton
- Students take part in Sixth Form Experience Week during which they go on a university visit and take part in a 'Looking Ahead' session where they will hear from external speakers, explore careers/sectors and participate in hands on activities alongside further developing practical career management skills including upskilling their CV and interview technique

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- Students have a guidance meeting with parents/guardians, Head of Careers and another staff member to talk about post-16 plans and ideas for work experience
- Students participate in careers-related form time activities
- Students have access throughout the academic year to online GDST CareerStart talks to boost awareness of careers and pathways
- Students continue to use Unifrog to record skills

Year 11

As they think ahead to their post-16 plans and beyond, students undertake a Morrisby Profile to help discover their own unique strengths, preferences and interests to aid decision making. Students undertake a work experience placement which gives valuable insight into the world of work, helps to broaden their knowledge about the world of work, the variety of jobs available and awareness of the many directions in which the subjects they enjoy may lead.

- Students learn how to make sense of their Morrisby Profile, how to use it alongside time to reflect on it and research the suggestions given
- Students have an individual Careers Guidance Interview with an independent careers adviser which is an opportunity to discuss next steps and plan ahead
- Students participate in PSR Careers lessons focusing on post-16 pathways, strategies for finding work experience and preparation for the placement
- Students have a guidance meeting with parents/guardians, Head of Careers and another staff member to talk about your next steps and ideas for the future
- Students participate in careers-related form time activities
- Students have access throughout the academic year to online GDST CareerStart talks to boost awareness of careers and pathways
- Students develop practical career management skills and qualities through the process of finding a work experience placement including resilience, optimism and confidence
- Students undertake Work Experience after GCSEs
- Students attend a Work Experience Debrief (usually in Year 12), to reflect on what they have learnt and can record skills gained on Unifrog

By the end of Key Stage 4 (Year 10/11) students should have further cultivated their self-awareness through taking the Morrisby Profile, receiving feedback and one to one interview, ably use careers information and resources in order to be fully aware of all of the options open to them and feel confident planning for their next step, work on practical career management skills and develop transferable skills and their understanding of the world of work through a work experience placement.

6. Where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;

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All students attend form time on a daily basis including regular 1-2-1 tutorials, participate in PE and are allocated time for voluntary work. Many students also follow a programme to deliver the taught elements of the EPQ.

Subject specific trips are offered regularly throughout the year as well as pupils having the opportunity to join school wide trips. A Sixth Form trip is organised annually. Past trips include Geneva, CERN and the UN.

Co- Curricular Activities

Please refer to the co-curricular timetable.

Sixth Form students are given many opportunities to develop their leadership skills. For example the Student Leadership Team organises charity events, participates in Open Evening, arranges their Leavers' Assembly and other events on Leavers' Day and compiles their year book. They have the opportunity to complete the silver or gold D of E.

All Sixth Form students also do Sport on one afternoon a week and are encouraged to make arrangements for community work during 'free' time during the week.

Pupil attainment and progress is celebrated every year at the Celebration Event.

Careers advice and guidance for the Sixth Form is delivered as follows;

Year 12

There is a presentation by a member of outreach staff from a university (HE Evening) on Higher Education Development. The Head of Sixth Form and Head of Careers have a UCAS evening to outline the applications procedure. Lessons with girls look at Higher Education resources.

1. UCAS day devoted to applications procedure, including time to practise writing personal statement and information on medicine and Oxbridge.
2. Training on the use of the electronic UCAS application.
3. Open Day visits
4. Individual interviews with Head of Careers and Head of Years 12 and 13 to discuss future plans.
5. Access to GDST Insight Days and admission tests preparation sessions.

Year 13

1. Practice interview with a school contact (e.g. parent or old girl) for those who will get higher education interviews (Oxbridge, medicine, dentistry etc.) from a member of a relevant profession or person from a suitable career background.
2. Opportunity to meet last year's leavers to discuss experiences with applications and find out about university.

8. All pupils to have the opportunity to learn and make progress

The curriculum is open to all pupils of all abilities and each individual has the opportunity to access the full provision offered. Pupil learning and progression is reviewed systematically both within and outside of the classroom.

Whole school assessment is undertaken through MidYIS, Yellis and ALIS testing as well as internal end of year examinations and external qualifications. The data from these assessments is made available to all staff in order to more fully match the pupils' needs with the provision

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offered and is used to derive subject Bands and Target Grades. They are also used as a tool by heads of department and SLT for self and departmental review and target setting.

The SENCO uses Reading Age tests in Years 7 & 9 and offers Reading Support groups to those pupils with needs.

Heads of Department monitor pupil progress through the use of termly key assessments and internal examinations which are used to inform reports to parents. This information is also used by Heads of Departments to monitor the quality of Teaching & Learning within their department.

Teacher assessment is demonstrated through the use of Assessment for Learning strategies within lessons and regular setting and marking of practical and written work. All teachers have access to the Academic folder in the Shared area which gives comprehensive information about pupil attainment, progress and predicted performance.

The Academic Leadership Team closely track pupil progress and work in partnership with the Heads of Wellbeing to ensure an overview of both the academic and pastoral life of each individual.

Staff training is given throughout the year on various aspects of reflective practice. Recent Inset includes Adaptive teaching, AI for teaching and learning, Learning attributes, AfL strategies, Use of Pupil Data, Lesson Observation, Differentiation for Pupils with Learning Difficulties, Supporting Work with Parents and Strategies for teaching EAL students.

9. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Whole School Extra-Curricular Activities

Activity Days create opportunities for girls to work in a variety of contexts, on extended tasks both in school and off site.

At Christmas and in the summer term there are major musical concerts; there is a biennial musical production: an annual Drama production and a series of musical productions, House music and sporting competitions. There is an extensive programme of visits to places such as the Galapagos, Ypres, Italy, and Iceland as well as visits to conferences, the theatre and field trips.

In addition to these whole school extra-curricular opportunities the school encourages and offers many opportunities for pupils to develop leadership skills. Each Form has form representatives who are elected by their peers. The form also has Student Council Representatives. The school has a House System and four Sixth Form pupils are elected as House Captains. The Sixth Form are also able to develop skills to be part of the Student Leadership team.

Most mornings there are assemblies covering a wide range of topics and students are often invited to lead these. Citizenship and international awareness are fostered in many areas of school life from charity fund-raising as well as trips abroad and our curriculum offer. Delivery of RS in years 10 & 11 is through the dedicated Ethics & Beliefs days. Lower school and upper school/sixth form have a weekly assembly and have joint tutorial sessions on a rolling programme which address specific issues pertinent to this age group.

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The school has Scholars who are encouraged to lead and develop their area of academic expertise. Most able pupils are also catered for through work within departments or, where appropriate, the scholars / academic excellence programme.

In the Sixth Form the Student Leadership Team lead both peers and whole school issues. The Student Leadership Team chair the Student Councils and the House Captains are responsible for leading House events.

BRITISH VALUES

This policy applies to all pupils and staff of the school, including the Early Years Foundation Stage.

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. In doing this, the school fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils, and to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values are promoted through the curriculum, through extra-curricular activities, and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the school.

The school's curriculum is designed to:

- ✓ enable pupils to develop their self-knowledge, self-esteem and self- confidence;
- ✓ enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- ✓ encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- ✓ enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- ✓ further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- ✓ encourage respect for other people; and
- ✓ encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England and Wales.

The examples below give a flavour of how the school seeks to embed these fundamental values.

Democracy

The principle of democracy is explored in subjects such as RS and history, in PSR and in assemblies. The practice is encountered by pupils in the process of electing form captains, house captains and members of the school council. The school also regularly participates in elections, for example for the National Youth Parliament.

The rule of law

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The school is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the *ICT Acceptable Use Agreement*. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSR programme and the RS syllabus.

Individual liberty

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through e-safety talks, assemblies and PSR lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

Mutual respect

Respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

Tolerance of those of different faiths and beliefs

Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in other subjects such as the Humanities and PSR. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways including extra-curricular activities and trips abroad.

The role of the school in the prevention of political indoctrination

This is implicit in the values described above.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views and where a personal opinion is expressed, this is grounded in such a way that pupils are clear that it is an opinion and alternative views are possible.

Pupils should not be actively encouraged by teachers or others to support particular political viewpoints and political views should not be expressed, by either teachers or others, for a political purpose. A political purpose is either directly or indirectly:

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- to further the interests of a particular political party
- to procure changes to the laws of this or another country
- to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

The school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Teachers and pupils are expected to respect the rights of others and to respect those with different beliefs, provided that such beliefs are expressed in a respectful and decent way. If any teacher or pupil were to express actively discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

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PSHE	Year 7	Year 8	Year 9	Year 10	Year 11
Aut1	Managing change Welcome to secondary school, goal setting, emotions, reactions, positive thinking, worry, stress	Relationships: Being a Teenager Types of relationships, roles in a family, family courts, grief and loss, changing friendships, online friendships,	Wellbeing for Life Managing strong emotions, distractions, disappointments, unhealthy and healthy coping strategies	Healthy Choices and Wellbeing Managing distractions, thinking patterns, sleep, grief, food choices, menstruation matters	Careers Morrisby debrief, Post 16 options talk, work experience information, update CV's, interview process Online Financial Risks AI, financial harms,
Aut2	Puberty and keeping safe Puberty and emotional change, menstrual wellbeing, reproduction , consent	Hurtful behaviour Safety and Risk AI, sexual images and content, personal safety – road, train, water, influences and self-expression	Wider World: Careers : GCSE Options Head of Careers talk, skills, Morrisby aspirations, work patterns and places, careers research, money and pay slips	Friendship and Diversity Bullying behaviour, attitudes to bullying, valuing diversity, protected characteristics, Drug Education Assessing the risk around drugs and managing influences	gambling, online exploitation Ethical Lessons Choice of 3 – Role of religion on schools, euthanasia, abortion, extremism, death penalty
Spr1	Careers For Me <i>GDST Skills Talk</i> All about me, career interviews, jobs research, spending decisions	Targeted ads, HPV and vaccine, understanding drugs – caffeine, tobacco, alcohol and risks	Drug Education Vaping, attitude to drug use, the law around drugs, alcohol and cannabis, managing influences	Wider World: CV Creating a CV Future world or work, post 16 options	Safe Relationships Intimacy and consent, relationship behaviours, relationship abuse Wellbeing and Health Blood and organ donations, NHS
Spr2	Wider World: Rights and Responsibilities of Children Rights of a child, barriers and solutions to rights, role models and positive change	Wider World: Careers - 'Take daughter to work' <i>GDST Presentations Talk</i> Women in work, planning for work experience, write speech, share speeches and using unifrog	Navigating online <i>GDST Disinformation and AI</i> Online influence, algorithms, deepfakes, screen addiction	Online World Harm of deepfakes, staying safe around deepfakes, AI affects us, limitations of AI, chat bots and relationships Wellbeing Gratitude's, letter to future self	screening services, breast cancer awareness Receive Letter from Selves 6 th form work experience presentations Sutton Educational services -Online safety talk

Sum1	managing personal responsibilities including sleep, diet, screen time, exercise, personal hygiene, mental wellbeing, learning and homework	Taking care of Ourselves Sleep, Teeth, Food Wellbeing: Positive Period positivity, positive psychology	Intimate Relationships Relationships, expectations and assumptions , consent, relationship values, Managing the ending of relationships	Intimate Relationships - Consent Is it safe – relationship behaviours, porn and impact of sexual online content, pressure and coercion	Amy Winehouse Foundation self-esteem Talk Women of the Future Talk Work experience health and safety Head of Careers GCSE's
Sum2	Relationships: Diversity and Inclusion in media Equality act and protected characteristics, challenging expectations and stereotypes, diversifying Disney / fairy tales for 2027	Wider World: Democracy Democracy, voting, Government and Parliament, <i>Talk Consent (online safety presentation)</i> Work of MP's, Lords and local council, political parties	genitals and FGM, contraception and sexual health	<i>Talk Consent Presentation</i> Families, Fertility and Pregnancy Path to parenthood , pregnancy outcomes, abortion	GCSE's