Personal, Social, Health and Economic Education Policy

2024/2025

SLT Responsible for this Policy

- Carolyn Dunn, Vice Principal (Pastoral)

Telephone: 01223 578280

Email: Carolyn.Dunn@abbeycambridge.co.uk

This policy is reviewed on an annual basis		
Annual Policy reviewed by:	**Carolyn Dunn**	**June2024**
Approved by SLT and Published:		**June 2024**
Next Review:		**June 2025**

This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's portal. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.

<u>Contents</u>

1. Introduction

This policy sets out the school's PSHE provision and the ethos that underpins the PSHE curriculum. The policy outlines the methods of delivery and how the College meets the regulatory guidelines for the PSHE (DfE 2019.)

At Abbey College Cambridge our students come from across the world and represent diverse cultures and socio-economic backgrounds. We believe that Personal, Social, Health and Economic Education (PSHEE) enables young people to become healthy, independent and responsible members of society. At Abbey College Cambridge we encourage our students to play a positive role in contributing to the life of the school and the wider community. We promote this through our vision to be 'A community energised by the love of learning and outstanding achievement for all'. In so doing we help develop their sense of self-worth. Our diverse enrichment programme helps students to thrive in their academic, personal and social development. We promote Fundamental British Values by teaching them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. They are encouraged to make healthy lifestyle choices through our approach to diet, exercise, relationships and the environment. Through excellent pastoral education we aim to provide an environment in which students feel supported, secure and develop greater confidence and resilience.

2. Aims

The aims of personal, social, health and economic education are to enable our pupils to:

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues.
- Understand right from wrong and to respect the laws of England
- Understand what makes for good relationships with others.
- Have respect for others with regard to the protected characteristics set out in the Equality Act 2010.
- Be independent and responsible members of the school community and wider community.
- Be positive and active members of a democratic society.
- Develop self-confidence and self-esteem, and make informed choices regarding personal, social, economic and health issues.
- Develop good relationships with other members of the school and the wider community.
- Appreciate Fundamental British Values

3. Staffing and Provision

PSHEE is delivered through a dedicated PSHEE programme. The commitment is one 50 minute dedicated PSHEE session per week with other opportunities identified through weekly assemblies and the daily 20 minute tutor sessions. PSHEE is adapted to differentiate by language level, age and phase of education. The curriculum is based on the National Curriculum for PSHEE and is supported through the work of subject teams, the school matron, Safeguarding Team and assemblies.

- Where appropriate SSMC opportunities are identified and taught

- Where appropriate the lessons are used to deliver the key Fundamental British Values particularly those pertaining to tolerance and respect for different beliefs and identities, the rule of law and the understanding and upholding of democratic values.

- PSHEE is used to teach students about online safety and includes lessons on:

  · Their rights, responsibilities and opportunities online, including that the same expectations of behaviour
  · Online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
  · Not providing material to others that they would not want shared further and not to share personal material which is sent to them
  · What to do and where to get support to report material or manage issues online
  · The impact of viewing harmful content
  · How specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
  · Understanding that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
  · How information and data is generated, collected, shared and used online
  · How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

- PSHEE is used to teach students Relationships and Sex Education.

4. Delivery

- Teachers are encouraged to use a range of teaching and learning styles. We place an emphasis on interactive learning with the teacher as the facilitator and ensure that teachers deliver the material in accordance with those Teachers' Standards relating to Personal and Professional Conduct

- We have planned a 'spiral programme' which introduces new and more challenging learning, while building on what has gone on before and which reflects and meets the personal development needs of the individual student.

- Abbey College takes a positive approach which does not attempt to induce shock or guilt but focuses on what young people can do to keep themselves safe and healthy and which will lead to happy and fulfilling lives. Particular diligence is taken to ensure that students are offered a balanced presentation of opposing views.

- We encourage pupils to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, volunteering in the wider community, the planning of school special events such as assemblies, or involvement in an activity to help other individuals or groups less fortunate than themselves.

- We organise lessons to provide a safe and supportive learning environment so that students can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

- We react quickly to news stories that affect our students. Informing students through a variety of strategies including poster campaigns, assemblies, tutor times.

5. Visiting Speakers

We offer students the opportunity to hear visiting speakers, such as health workers, financial experts, representatives of different faiths and the police talk about their role in creating a positive and supportive local community, and who contribute to the delivery of lessons, e-safety, personal safety and relationships and sex education.

The College undertakes to ensure that visiting speakers are appropriately checked, to prevent presentations (including the distribution of materials) which are contrary to fundamental British values, and that they are supervised at all times. Speakers will not be able to address students without a member of staff being present.

The College will not use a visiting speaker where any link is found to extremism, such as extremist groups and movements. The College's responsibility to students is to ensure that they can critically assess the information that they receive as to its value to themselves, and that such information is aligned to the ethos and values of the College and Fundamental British Values.

6. Roles and Responsibilities

6.1 The governing body

The governing body will hold the principal to account for the implementation of this policy.

The governing body has delegated the approval of this policy to the Principal

6.2 The Principal

The Principal is responsible for ensuring that PSHEE is taught consistently across the school.

6.3 Teachers

Teachers are responsible for:

- Delivering PSHEE in a sensitive way
- Modelling positive attitudes to PSHEE
- Monitoring progress
- Responding to the needs of individual pupils

6.4 Students

Students are expected to engage fully in PSHEE and, when discussing issues related to PSHEE, treat others with respect and sensitivity.

7. Monitoring arrangements

The delivery of PSHEE is monitored by the Vice Principal Pastoral, the PSHEE Lead and the Housemasters through the Assuring Pastoral Excellence programme by:

- Work scrutinies
- Learning walks
- Student Feedback
- Staff Feedback

Linked Documents

- Safeguarding, Child Protection and Promotion of Welfare Policy.
- Visitor and Visiting Speaker Policy
- Preventing Radicalisation Policy.
- Smoking Policy.
- Student Drug Misuse Policy.
- Anti-Bullying Policy.
- Social Media, Mobile and Photography Policy.
- E-safety Policy
- Student Health Policy.
- Relationship and Sex Education Policy
- Reflection and Worship Policy.
- Fundamental British Values Policy
- Equality Act 2010
- DfE Guidance for PSHEE Education 2013
- DfE Prevent Duty 2015

Year 9 Scheme of Work

Year 9	Spec Objectives	Linguistic	Maths	Science	Technological	Human and Social	Physical and Health	Aesthetic and Creative	SSMC	Fundamental British Values
Achieving Balance	Healthy lifestyles, learning skills, employment rights and responsibilities	X				X	X		Spiritual	
Balanced Diet	Healthy lifestyles, Self Management	X				X	X		Social and Spiritual	
Physical Activity	Healthy lifestyles, Responsibility	X		X		X	X		Social and Spiritual	
Mental Health	Mental health and emotional wellbeing	X				X	X		Social, Spiritual and Cultural	
Mental Health - Coping Strategies	Mental health and emotional wellbeing.	X				X	X		Social, Spiritual and Cultural	
Dealing with Stress	Mental health and emotional wellbeing	X				X	X		Social, Spiritual and Cultural	
Recognising Strengths	Self-concept	X				X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Confidence	Self-concept, Reflection,	X				X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Leadership Skills	Leadership, Communication, Teamwork, Planning / aiming high	X				X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Valuing Diversity	Respectful and cohesive communities, inclusion, belonging and extremism	X				X			Social, Spiritual, Moral and Cultural	Rule of Law, Respect, Tolerance
Understanding Extremism	Respectful and cohesive communities, inclusion, belonging and extremism	X				X			Social, Spiritual, Moral and Cultural	Rule of Law, Respect, Tolerance
How are people drawn into extremist groups	Respectful and cohesive communities, inclusion, belonging and extremism	X				X			Social, Spiritual, Moral and Cultural	Rule of Law, Respect, Tolerance
Friendship and Empathy	Positive relationships, Relationship values, Forming and maintaining respectful relationships	X				X			Social, Spiritual and Moral	Respect and Tolerance, Individual Liberty
Friendship Challenges	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X			Social, Spiritual and Moral	Respect and Tolerance, Individual Liberty
Forgiving	Positive Relationship, Relationship Conflicts, Managing Relationships, Personal Safety	X				X			Social, Spiritual and Moral	Respect and Tolerance, Individual Liberty
Peer Pressure	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X			Social, Spiritual and Moral	Respect and Tolerance, Individual Liberty
Bullying	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X			Social, Spiritual and Moral	Respect and Tolerance, Individual Liberty
Support Networks	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X			Social, Spiritual and Moral	Respect and Tolerance, Individual Liberty

Year 10 Scheme of Work

Year 10	Spec Objectives	Linguistic	Maths	Science	Technological	Human and Social	Physical and Health	Aesthetic and Creative	SSMC	Fundamental British Values
Understanding Risk	Healthy lifestyles, Self Management	X		X	X	X	X		Social, Spiritual, Moral and Cultural	
Social Media and Mental Health	Healthy lifestyles, Self Management	X		X	X	X	X	X	Social, Spiritual, Moral and Cultural	
Smoking	Healthy lifestyles, Responsibility, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Alcohol and Binge Drinking	Healthy lifestyles, Responsibility, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Drugs	Healthy lifestyles, Responsibility, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Gambling	Healthy lifestyles, Responsibility, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Your personal Safety	Positive Relationships, Responsibility, Self Management	X				X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Exiting Aggressive Situations	Positive Relationships, Responsibility, Self Management	X				X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Unsafe Situations	Positive Relationships, Responsibility, Self Management	X				X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Financial Knowledge	Financial Choices, Responsible Decision Making	X	X		X	X			Social, Spiritual, Moral and Cultural	
Financial Choices and Debt	Financial Choices, Responsible Decision Making	X	X		X	X			Social, Spiritual, Moral and Cultural	
Budgeting	Financial Choices, Responsible Decision Making	X	X		X	X			Social, Spiritual, Moral and Cultural	
Long Term Relationships	Positive relationships, Relationship values, Forming and maintaining respectful relationships	X				X			Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Am I ready?	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X			Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Consent	Positive Relationship, Relationship Conflicts, Managing Relationships, Personal Safety	X				X			Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Practising Safe Sex	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X			Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Avoiding STI	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X			Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Pregnancy Outcomes	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X			Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty

Year 11 Scheme of Work

Year 11	Spec Objectives	Linguistic	Maths	Science	Technological	Human and Social	Physical and Health	Aesthetic and Creative	SSMC	Fundamental British Values
Reframing Negative Thinking	Healthy lifestyles, Self Management	X		X	X	X	X		Social, Spiritual, Moral and Cultural	
Change, Loss and Grief	Healthy lifestyles, Self Management	X		X	X	X	X		Social, Spiritual, Moral and Cultural	
Promoting Emotional Wellbeing	Healthy lifestyles, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Self Expression	Healthy lifestyles, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Tattoos and Piercings	Healthy lifestyles, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Body Modification	Healthy lifestyles, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Cyber Security	Positive Relationships, Responsibility, Self Management	X			X	X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Managing Devices	Positive Relationships, Responsibility, Self Management	X			X	X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Scams and Fake News	Positive Relationships, Responsibility, Self Management	X			X	X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Misinformation and Extremism	Financial Choices, Responsible Decision Making	X	X		X	X			Social, Spiritual, Moral and Cultural	
Setting Boundaries online	Financial Choices, Responsible Decision Making	X	X			X			Social, Spiritual, Moral and Cultural	
Image Sharing	Financial Choices, Responsible Decision Making	X	X			X		X	Social, Spiritual, Moral and Cultural	
Respectful Relationships	Positive relationships, Relationship values, Forming and maintaining respectful relationships	X				X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
The Impact of Relationships	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X			X	X	X	X	Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Gender Based Violence	Positive Relationship, Relationship Conflicts, Managing Relationships, Personal Safety	X				X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Sex and Gender	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Homophobia and Discrimination	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X	X			X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Sex and the Media	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty

Year 12 Scheme of Work

Year 12	Spec Objectives	Linguistic	Maths	Science	Technological	Human and Social	Physical and Health	Aesthetic and Creative	SSMC	Fundamental British Values
Sleep	Healthy lifestyles, Self Management	X		X	X	X	X		Social, Spiritual, Moral and Cultural	
Screen Time	Healthy lifestyles, Self Management	X		X	X	X	X		Social, Spiritual, Moral and Cultural	
Body Image and the Media	Healthy lifestyles, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Self Harm	Healthy lifestyles, Self Management	X		X		X	X		Social, Spiritual, Moral and Cultural	
Making Choices about Your Sexual Health	Healthy lifestyles, Self Management, Responsible Decision Making	X		X		X	X		Social, Spiritual, Moral and Cultural	
Pregnancy Choices: Abortion	Healthy lifestyles, Self Management, Responsible Decision Making	X		X		X	X		Social, Spiritual, Moral and Cultural	
Managing Change	Positive Relationships, Responsibility, Self Management	X	X	X	X	X		X	Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Taking Criticism	Positive Relationships, Responsibility, Self Management	X	X	X	X	X		X	Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Artificial Intelligence - Opportunities	Positive Relationships, Responsibility, Self Management	X				X			Social, Spiritual and Cultural	Rule of Law, Respect, Tolerance
Intersectionality	Financial Choices, Responsible Decision Making	X				X			Social, Spiritual, Moral and Cultural	
Politics - How to Disagree	Financial Choices, Responsible Decision Making	X				X			Social, Spiritual, Moral and Cultural	
Interview Well	Financial Choices, Responsible Decision Making	X				X			Social, Spiritual, Moral and Cultural	
Healthy Relationships	Positive relationships, Relationship values, Forming and maintaining respectful relationships	X				X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Working Out Relationships	Positive relationships, Relationship values, Forming and maintaining respectful relationships. Inclusion	X				X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Consent	Positive Relationship, Relationship Conflicts, Managing Relationships, Personal Safety	X				X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Pornography	Positive relationships, Relationship values, Forming and maintaining respectful relationships.	X	X			X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
What is Normal?	Positive relationships, Relationship values, Forming and maintaining respectful relationships.	X			X	X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Ending Relationships	Positive relationships, Relationship values, Forming and maintaining respectful relationships.	X				X	X		Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Respect	Self-concept, Reflection, Positive moral attributes or virtues Social confidence and courtesy	X				X		X	Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Integrity	Self-concept, Reflection, Positive moral attributes or virtues Social confidence and courtesy	X				X		X	Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Resilience	Self-concept, Reflection, Positive moral attributes or virtues Social confidence and courtesy	X				X		X	Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Courage	Self-concept, Reflection, Positive moral attributes or virtues Social confidence and courtesy	X				X		X	Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Compassion	Self-concept, Reflection, Positive moral attributes or virtues Social confidence and courtesy	X				X		X	Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty
Dealing with Failure	Self-concept, Reflection, Positive moral attributes or virtues Social confidence and courtesy	X				X	X	X	Social, Spiritual, Moral and Cultural	Respect and Tolerance, Individual Liberty

Sample Lesson Plans

Year 9 – Achieving Balance (Health)

By the end of the session, students should be able to:

- **Explain the benefits of a balanced approach to life**

- **Describe some different elements of wellbeing**

- **Explain how learning can improve our wellbeing**

- **Set personalised wellbeing targets to restore balance**

Lesson Plan

1. **Consider the consequences of putting in too much, too little, and a moderate about of effort into different areas of our lives**

2. **Match areas of wellbeing to their descriptors**

3. **Suggest ways that a fictional young person could bring back some balance to their lives**

4. **Reflect on how balanced their life is**

5. **Consider why learning is important for wellbeing**

6. **Set a goal to restore balance to their own lives**

Year 9 - Recognising strengths in ourselves and others (Wider World)

By the end of the session, students should be able to:

- **Recognise strengths in themselves and how to develop them**

- **Identify strengths in others**

- **Develop self-awareness of their own strengths**

Lesson Plan

1. **List three strengths they possess**

2. **Read four scenarios and answer questions in relation to identifying and developing strengths**

3. **Choose one person from three categories (family, school and community) and identify the strengths these people have**

4. **Rank how hard or easy they found identifying strengths in themselves and others**

5. **Summarise what they've learned as if they were explaining it to students in a younger year group**

Year 9 - Healthy Relationships (Relationships)

By the end of the session, students should be able to:

•   **Explain the differences between healthy and unhealthy relationships**

•   **Identify how to have healthy relationships with a variety of people, including families, friendships, or romantic relationships**

Lesson Plan

1.   **List the types of relationships people have**

2.   **Order a range of relationship descriptors into healthy, unhealthy and abusive**

3.   **Read four messages and identify what makes them healthy or unhealthy**

4.   **Think about a positive relationship from a movie and explain what makes it healthy**

Year 10 – Smoking and Vaping (Health)

By the end of this lesson, students should be able to:

•   **Identify the short- and long-term risks associated with smoking and vaping**

•   **Evaluate myths, misconceptions, social norms and cultural values relating to smoking and vaping**

•   **Develop strategies to manage peer pressure**

Lesson Plan

1.   **Write down whether they agree or disagree with five statements about consuming tobacco products**

2.   **List the risks associated with consuming tobacco products**

3.   **Evaluate a range of facts and scenarios about vaping**

4.   **Decide on the most effective method of managing peer pressure**

Year 10 – Staying safe: Exiting aggressive social situations (Wider World)

By the end of the session, students should be able to:

•   **Describe the dangers and consequences of carrying weapons or being involved with gangs or organised crime.**

•   **Identify the possible triggers for conflict**

•   **Describe strategies to recognise, de-escalate and exit aggressive social situations**

Lesson Plan

1.   **Assess the risk factors which might lead to involvement in a violent situation**

2.   **Rank the top five factors that trigger an argument or physical fight**

3.   Consider a case study and identify ways in which the likelihood of conflict might have been reduced, as well as ways to de-escalate or leave a situation that has become aggressive.

4.   Evaluate the reasons why these techniques are important.

Year 10 – Consent (Relationships)

By the end of the session, students should be able to:

•   Define consent as something that is freely given by someone with the capacity to make that decision

•   Recognise scenarios that are consensual and non-consensual, using the legal definition of consent and verbal/non-verbal cues

•   State where a victim of sexual violence could go for support and why there are barriers to this support for some people

•   Respond appropriately to a partner not giving consent for sexual activity

Lesson Plan

1.   Identify the signs that someone is giving or not giving consent

2.   Identify whether the scenes provided are consensual or not using the definition of consent

3.   List where victims of sexual violence can find support

4.   Identify appropriate responses to someone not giving consent

Year 11 – Tattoos and Piercings (Health)

By the end of the session, students should be able to:

•   Learn how to make informed decisions regarding body modifications such as tattoos and piercings

Lesson Plan

1.   Describe the laws and regulations associated with tattoos and piercings

2.   Assess the risks associated with tattoos and piercings, and how to manage these

3.   Evaluate sources of information to make safe and well informed decisions

Year 11 – Identifying Scams (Wider World)

By the end of the session, students should be able to:

•   Identify signs of online scams and the measures needed to stay secure online

•   Explain a range of sources of support and reporting channels, when reporting account or device compromise

•   Offer advice about how to effectively respond to account or device compromise

Lesson Plan

1.   **Understand what an online scam is.**

2.   **Define and identify Phishing, Smishing and Vishing**

3.   **Recognise the tell tales that suggest that something is a scam**

4.   **Consider various messages and judge how likely they are to be scams**

Year 11 – The Impact of Relationships (Relationships)

By the end of the session, students should be able to:

- **Identify the characteristics of a healthy relationship.**

- **Explain the impact of positive aspects of relationships.**

- **Explain the impact of negative aspects of relationships.**

- **Describe how to access support for a relationship and justify why this is important.**

Lesson Plan

1.   **Decide upon important characteristics within healthy relationships.**

2.   **Assess the impact of healthy/unhealthy relationships.**

3.   **Debate what it means to belong and analyse case studies to suggest ways to promote feelings of belonging.**

4.   **Identify positive characteristics in relationship case studies and assess the impact of these characteristics.**

5.   **Identify negative characteristics in relationship case studies and assess the impact of these characteristics.**

6.   **Give advice to a young person about how and why to seek support when they are in an unhealthy relationship.**

Year 12 – Your Mental Health – Accessing Support (Health)

By the end of the session, students should be able to:

•   **Recognise symptoms of some common mental health disorders, including OCD, depression, anxiety, and eating disorders**

•   **Identify strategies for maintaining positive mental health**

•   **Outline different sources of support available to manage common mental health issues**

Lesson Plan

1.   **List environmental factors that can contribute to mental ill-health**

2.   **Compare practical and cognitive strategies for maintaining mental health, using a Venn diagram**

3.   **Analyse OCD, anxiety, depression, eating disorders, and self-harm to identify internal and external symptoms**

4.   **Evaluate sources of support available to manage mental health concerns**

Year 12 – Intersectionality (Wider World)

By the end of the session, students should be able to:

•   **Identify examples of identity markers**

•   **Explain the consequences of halo and horn effects**

•   **Define what privilege means within society**

Lesson Plan

1.   **Define what identity markers are and identify their own**

2.   **Explain why it's important to understand intersectionality**

3.   **Analyse the impact of the halo and horn effects within a workplace context**

4.   **Debate what the concept of privilege means**

5.   **Explore the privilege wheel**

6.   **Reflect on the importance of not defining people by one identity marker**

Year 12 – Recognising Abusive Relationships (Relationships)

By the end of the session, students should be able to:

•   **Explain why different sources, people, and relationships can be untrustworthy**

•   **Describe ways that relationships can be healthy or unhealthy**

•   **Outline and recognise different types of abuse and harassment**

•   **Explain how to access help or support for abuse or harassment**

Lesson Plan

1.   **Judge how trustworthy different sources of information are**

2.   **Judge how (un)healthy different behaviours in a relationships are**

3.   **Create mind-maps of different types of abuse and harassment Use statistics about abuse and harassment to consider why it normally happens from those closest to us**

4.   **Identify signs of abuse and harassment and the negative consequences of the behaviour within scenarios**

5.   **Rank advice on accessing help for abuse and a harassment on a usefulness scale of one to ten.**

Year 12 – Integrity (Being Me)

By the end of the session, students should be able to:

•   **Describe what it means to act with integrity**

•   **Explain, giving examples, how to act with integrity when sharing limited supplies with others**

•   **Understand how integrity is important for learning and the school community**

Lesson Plan

This is part two of a series of sessions about 'Character'. The overall scenario is that the UK has been the victim of a huge cyber-attack. The students need to work through an unfolding story.