



The Maynard School, Exeter

September 2021

Relationships and Sex Education Policy (RSE)

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1. Rationale and Aims

The Maynard Senior School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on health care, reproduction, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

1.1 Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, family life, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

1.2 The aims of Relationships and Sex Education (RSE) at our school are to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health, hygiene and safety
- teach pupils the correct vocabulary to describe themselves and their bodies
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children and recognising the wide diversity within these aspects
- promote respect for other people, with particular regard for those with protected characteristics
- ensure that pupils learn about healthy, and respectful relationships including online relationships
- ensure pupils understand about physical and mental health and wellbeing, and disease prevention
- help children to understand the consequences of their actions and behave responsibly within relationships
- be able to recognise unsafe situations, protect themselves and others and ask for help and support

1.3 Policy development

This policy has been developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a working group researched all relevant information from national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and contribute opinion
4. Pupil consultation – we investigated what exactly pupils want from their RSE

2. Statutory requirements

All schools must provide Relationships, Sex and Health Education to all pupils as per Section 34 of the Children and Social Work Act 2017. An amendment to the Children and Social Work Act 2017 made Relationships and Health Education (RSHE) at primary; and Relationships, Sex, and Health Education (RSEH) at secondary (11-16), statutory subjects, which became active from September 2020. *Due to Corona virus, the regulations will come into play from Easter 2021.* The teaching of these subjects should be integrated into the school's academic and pastoral provision.

In teaching RSE, schools must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

“At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex” (DfE, 2019).

“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise” (DfE, 2019).

Should you like to see the guidance from the government please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf ,(DfE, 2019).

Pages 27-30 refer to Relationships Education and pages 35-38 refer to Health Education.

2.1 ISI

In line with the Independent Schools’ Inspectorate criteria, for independent schools, the regulations specifically require PSHE to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

“All of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law” (DfE, 2019).

It is not sufficient for a school to say that it meets this requirement because its curriculum encourages respect for all pupils in a general way; the curriculum and delivery must pay particular regard to protected characteristics of which pupils must be made aware, to the extent considered age-appropriate. However, a school does not necessarily have to address all the characteristics in ever year group because, in drawing up its policy, plans and schemes of learning relating to the PSHE curriculum, a school is to take account of (amongst other things) the ages of pupils and their learning abilities and deliver the curriculum appropriately. Also, if there were some occurrence or event involving one or more of the protected characteristics which became an issue amongst the pupils, the school will need to help the

pupils understand the issues, and ensure the pupils respect all those with those characteristics.

2.2 The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

2.3 The ISI standard for Relationships and Sex Education is met if the school:

(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,

(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),

(1)(c) [relates to Academies – not within ISI's remit]

(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,

(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),

(1) (f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and (g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.

(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

(3) Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age

3. Curriculum

The Maynard Senior School follows the statutory guidance and ISI inspectorate criteria, with resources recommended by the PSHE Association.

DfE Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) ,(DfE, 2019).

Relationships Education (pages 27-30) and Health Education (pages 35-38).

PSHE Association

<https://www.pshe-association.org.uk/>.

For more information about our RSE curriculum refer to the PSHE programme of study in appendix 1.

3.1 Secondary Relationships and Sex Education curriculum:

- Families, different types of partnerships, parenting, marriage, divorce and bereavement
- Relationships: respectful, healthy and unhealthy relationships, online/media relationships, pressures, safety and risks, bullying, legal rights regarding equality
- Attitudes, values, beliefs and morality in connection with sensitive issues such as sexual behaviour
- Preventative health care, cancer, vaccination
- Reproduction - male and female: physical, social and emotional aspects
- Sexual health, STIs, risky behaviour, intimate relationships, pregnancy, miscarriage, contraception and responsibility
- The range of sexual attitudes and behaviour including religion, race and LGBTQ+
- Safety and the law and legislation relating to health and sexual behaviour
- Stereotyping, harassment and effects on individuals
- Support agencies - statutory and voluntary

During RSE, pupils will be taught about the nature and importance of family life and bringing up children, as well as sensitive issues such as divorce and bereavement. They also need to understand that there are strong and mutually supportive relationships outside of marriage as well as challenging and unhealthy relationships.

Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. Schools are advised in the statutory guidance to be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and to take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies are designed to support all pupils.

We aim to provide accurate information and to help to develop skills to enable pupils to understand differences and respect themselves and others. We aim to prevent and remove prejudice with reference to all protected characteristics.

RSE contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

4. Delivery of RSE

The RSE curriculum is predominantly taught through morning PSHE lessons and collapsed curriculum blocks. It is embedded within our PSHE curriculum, which incorporates the 3 strands of Health and Wellbeing, Relationships and Living in the Wider World and is set out as per the progression map and programmes of study, however, this will be adapted when necessary to meet the pupils' incidental and developmental needs and will incorporate topical opportunities.

As well as being taught as a stand-alone subject, PSHE themes will often arise in class conversations, and in everyday experiences. Class teachers will explore these incidentally as they occur to meet the needs of the class, for example, through discussion. RSE is also taught through other subject areas e.g. Science, PE, ICT, Drama and RS.

As part of the compulsory National Curriculum in Science, there is a requirement for students at Key Stage 3 to be taught about human reproduction and the physical and emotional changes that take place during adolescence.

Linked with RS, pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

During PE lessons, pupils learn about healthy lifestyles and the importance of exercise, sleep, managing exam stress along with physical and mental wellbeing.

Within ICT, pupils learn about safe and acceptable online relationships and the risks involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the co-curricular programme, the assembly programme, as well as trips and visits.

4.1 Resources

A wide range of up to date resources from the PSHE Association and Brook Healthy Lives Young People are used to deliver RSE.

Resources are reviewed regularly, with recommendations from Professional Bodies. They are expected to be of: high quality; appropriate to the needs and ages of the pupils of the school; to conform to requirements as to the sensitivity of their approach; and to the moral framework within which materials are set.

4.2 Involvement of visitors and health professionals:

Any contributions by outside speakers should be carefully vetted to ensure consistency with the governors' overall policy, with statutory requirements and with good educational practice. Explicitness of content and presentation should be clarified in advance, with Maynard staff present in all events with outside speakers.

4.3 Teaching and Learning of the RSE curriculum

Teaching methods recommended are based on well-tried active learning principles such as group work and discussion. The teacher is perceived as a facilitator, the aim being to help students clarify what they know; establish reliable sources of information; explore attitudes and values; and develop skills which will allow them to understand pressures and influences in their lives.

Active involvement of pupils presumes a classroom climate conducive to trust and a feeling of being safe; it will be important for ground rules of behaviour to be established to enable discussion of sensitive issues to take place. Such rules may be decided by the teacher, but preferably by negotiation with the group. The teaching approach will be to offer balanced and factual information and to acknowledge the major moral and ethical issues involved. Staff will be supported in developing their teaching and learning in PSHE.

It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers unsupervised online.

There will be occasions when teachers and other professionals giving relationships and sex education have to exercise their discretion and judgement about how to deal with particularly explicit or controversial issues raised by an individual student. It is unlikely to be appropriate to deal with such issues with the whole class. Teachers should normally discuss the student's concerns first with the parents; it may then be appropriate to respond individually to the student's question outside the class.

In exceptional circumstances, where the teacher has reason to believe that a student may be distressed or in danger, it will be appropriate for the teacher to speak individually to the student, before consulting the parents, to clarify the basis for concerns. In such circumstances, the teacher would be accompanied by another member of staff or health professional. The Designated Safeguarding Lead and Headteacher will be informed. Safeguarding procedures, as outlined in the Safeguarding Policy will then be followed.

Issues relating to sex and relationships education may occasionally arise in different areas of the curriculum; provided that such discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily constitute part of a programme of relationships and sex education as here described. In such cases, teachers will draw upon their professional judgement and common sense, balancing the need to give proper attention to relevant issues with the need to respect the views of students and parents' views and sensitivities.

6. Roles and responsibilities

6.1 The governing body

The governing body is legally required to have oversight of this policy and must ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy
- Reviews, monitors and evaluates this subject with the staff at regular intervals at staff meetings
- This policy is reviewed and approved annually by the headteacher and allocated governor

6. Staff

RSE is co-ordinated and managed by the Assistant Headteacher, supported by the Pastoral team including the Designated Safeguarding Lead, Heads of Years, Counsellor and School Nurse.

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Class teachers, the school nurse and external visitors/practitioners are responsible for teaching RSE at The Maynard Senior School.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. If staff are uncertain about answering certain questions, these should be discussed with a senior member of staff and parents, and answered at a later date. Consideration should be given to religious or cultural factors and to parents' wishes before questions are answered.

6.4 Pupils

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

6.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective:

- Parents will be informed about the school's RSE policy and practice; this policy will be available from the school website.
- Parents will be informed when Relationships and Sex Education is to be delivered in years U3-U5
- We will answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- We will take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education (section 7).
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

Although schools are obliged to consult parents and carers when first preparing and subsequently amending this policy, the means by which this is done are not prescribed and are, therefore, within the discretion of the school. The school's approach is intended to be reasonable and to afford genuine opportunity for parental engagement, for their voices to be heard and to dispel myths. However, effective engagement has an end point at which decisions are made and the policy is put into effect. Schools should be clear from the outset that, although all views are listened to, they do not amount to a power of veto over curriculum content (ISI).

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Requests for withdrawal should be addressed in writing to the headteacher.

Parents who wish their children to be withdrawn from sex education lessons should submit such a request in writing. Parents may be invited to indicate their reasons for withdrawal so that any misunderstandings about the nature of the programme provided by the school can be resolved.

The school will offer support to such parents who may wish to provide sex education at home and students withdrawn will go to another class for the duration of the lesson.

8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual or harming activity, then the

teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency.

Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

The Maynard School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Such factors will be taken into consideration in designing and teaching these subjects.

10. Equal Opportunities

RSE will be given to ensure equality of access for all pupils regardless of age, sex, race, disability, religion or belief, gender reassignment or sexual orientation (collectively known as the protected characteristics), so giving equal opportunities and avoiding discrimination.

10.1 Lesbian, gay, bi-sexual and transgender (LGBT)

The Maynard School will ensure that the needs of all pupils are appropriately met, that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. All teaching should be sensitive and age-appropriate in approach and content. At the point which the school consider it appropriate to teach pupils about LGBT, it will ensure that this content is fully integrated into the programmes of study for this area of the curriculum rather than a standalone unit or lesson so that all pupils are taught LGBT content as part of the curriculum (ISI).

11. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should, wherever possible be dealt with by the class teacher involved after consultation with the Assistant Headteacher. The Headteacher should be informed. Parents can choose to follow the Maynard School complaints procedure if the complaint is not resolved.

12. Monitoring arrangements

This policy has been produced to meet the legal requirements set out in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education. Statutory guidance](#)

[for governing bodies, proprietors, head teachers, principals, senior' leadership teams, teachers](#) and to accompany the planning produced by the PSHE Association.

The delivery of RSE is monitored by SLT, for example, through planning scrutinies, learning walks and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems using a variety of methods:

1. **Informal evaluation** will be constant, in order to keep progress under review and to identify opportunities for improvement through teacher questioning and written tasks.
2. **Structured formal evaluation** where appropriate may be used to support this process. At the end of each module of sex and relationships education, the pupils may be asked to complete an evaluation, the purpose of which: to provide a means of assessing student learning in four domains; knowledge and understanding; attitudes; feelings and values and social, emotional and cultural development; and to inform the development of teaching programmes and activities.

Information gained from these processes should form the basis of discussion about current practice between school staff, including management, and other interested parties to help to assess the strengths and weaknesses of existing provision.

This policy will be reviewed by the school annually. At every review, the policy will be approved by the staff, governing body, with parents and careers informed of any significant changes to this policy.

This policy must be available on the school website.

13. This policy should be read in conjunction with the:

- Babcock Safeguarding & Child Protection contact sheet
- DfE Keeping children safe in education, statutory guidance for schools and colleges (Sep 2021)
- DfE Working together to safeguard children (WT) (Sep 2018)
- CSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

14. Further policies

- In conjunction with this policy, please also see:
- PSHE Policy
- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures

- Mental health and wellbeing policy
- Online safety policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Policy written by	CL September 2020
Last reviewed by SLT	CL September 2021
Next review	
Consultation with parents (initially and thereafter if any changes made)	March 2021
Governor consultation – Mr C Gatherer	March 2021
Consultation with staff	March 2021

Appendix 1. SENIOR PSHE EDUCATION: LONG-TERM OVERVIEW

Content is guided by PSHE association's recommendations and may change according to the needs of the students and what is age appropriate for each cohort.

Year Group	Autumn 1 Health & Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health & Wellbeing	Summer 1 3 Relationships	Summer 2 Living in the Wider World
U3	Transition & Safety Personal safety in and out of school, First Aid, Organisation, Online safety	Developing Skills & Aspirations Careers, teamwork and enterprise Raising Aspirations	Diversity Diversity, Prejudice and bullying	Health & Puberty Healthy routines, influences on health, puberty, unwanted contact, & FGM	Building Relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial Decision Making Saving, borrowing, budgeting and making financial choices
L4	Drugs & Alcohol Alcohol, drug misuse and pressure relating to drug use	Community and Carers Equality of opportunity in careers and life choices, and different types of patterns of work	Discrimination In all forms: racism, religious discrimination, disability, sexism, homophobia, biphobia and transphobia	Emotional Wellbeing Mental health, emotional wellbeing, body image and coping strategies	Identity and Relationships Gender identity, sexual orientation, consent, sexting	Digital literacy Online safety, digital literacy, media reliability and gambling hooks
U4	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goals setting as part of the GCSE options	Respectful Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy Lifestyle Diet, exercise, lifestyle balance and healthy choices and first aid	Intimate relationships Relationships and sex education, consent, contraception, risks of STIs and attitude to pornography	Employability Skills Employability and online presence
L5	Mental Health Mental health and ill health, stigma, safeguarding health, including during periods of transition, stress or change	Financial decision making The impact of financial decisions, debt, gambling- the impact on advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, impact of media and pornography	Exploring Influence The influence and impact if drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Employment pathways Morrisby
U5	Building for the Future Self-efficacy, stress management, future opportunities, Elevate-study skill, work experience – preparation for work	Next Steps Application processes, skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage, changing relationships	Study Leave Work Experience
L6	Living in the Wider World Growth mindsets Habits of effective learners Time management Study skills-essay writing/plagiarism/referencing	Health and wellbeing Self-esteem/confidence Mental Health, managing stress and anxiety, Healthy diet and sleep	Living in the Wider world/Health and Wellbeing Options Post 16-Degree Apprenticeships/University Breast awareness, Cervical Screening, Sun safety	Health and Wellbeing Managing risk and personal safety, Alcohol, Drugs, Drink Driving, First Aid and safe travel abroad	Relationships Relationship values, Intimacy, consent, realities of Sex, unplanned pregnancy, fertility and miscarriage	Relationships Contraception, Healthy and Toxic relationships, Coercive control, harassment and stalking, honour-based violence, gang crime
U6	Living in the wider world UCAS applications, CV writing, job applications, Rights and responsibilities in the workplace,	Living in the wider world Budgeting/student finance, salary deductions, saving, credit debt, managing financial contracts, Online safety	Political Literacy Political and economic power, democracy, British values and the rule of law.	Political Literacy/British Values Immigration, tolerance, freedom, Britishness, Rights and Charity	Transition/study skills Transitional life skills: Self efficacy and self-management, mindset, overcoming setbacks.	Study Leave

	professional conduct, bullying harassment, Trade Unions				Preparing for next steps beyond Sixth Form	
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