

## Personal Development Policy

*(Inclusive of SMSC and RSE Policies)*



DEYES  
HIGH  
SCHOOL

LYDIATE  
LEARNING TRUST

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## Section 1: Intent

### 1.1 Introduction

At Deyes we place a high importance on the development of the whole child. We place as much emphasis on the bespoke design and implementation of the 'Personal Development' curriculum as we do on the traditional academic curriculum. This policy covers Deyes High whole-school approach to Personal Development and amalgamates two pre-existing policies into one overall approach

At Deyes High School we recognise that the personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We not only recognise that this is our educational responsibility, but that it is our duty to create well rounded young adults who will grow to be responsible and knowledgeable future citizens. We therefore aim to provide an education that provides students with opportunities to explore and develop their own beliefs and values, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures. We aim to ensure that we nurture students who can participate fully and positively in a democratic, modern Britain.

At Deyes High School we believe that RSE is vital for the personal, social and emotional development of our students. At Deyes High, we believe that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality, celebration, mutual respect and tolerance of difference.

We will ensure the policy is effectively communicated to staff and parents, including the publishing of the policy on our school website. The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our SMSC and RSE programmes continue to meet the needs of our students.

### 1.2 Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC (PEAK), inclusive of RSE, Citizenship, RE and Careers education through the curriculum and the general life of the school.
- To ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that students know what is expected of them, in school and within our society, and why.
- To give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable students to develop an understanding of their individual and group identity.
- To enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- To give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

### 1.3 Acronyms

Acronym	Meaning
SMSC	Spiritual, Moral, Social and Cultural Education
VLE	Virtual Learning Environment (Moodle, Office 365 etc.)
PSHE	Personal Social and Health Education
PEAK	Personal growth, enriching, awareness and appreciation, kindness and respect
RE	Religious Education
SRE	Sex and Relationship Education

### 1.4 Vision and Core values

As part of the Lydiate Learning Trust, Deyes High School embraces the vision to Engage, Enable and Empower all our students.

Our values guide the decisions we make every day and underpin the content and delivery of all SMSC and RSE lessons and events:

- RESPECT FOR OTHERS - Show respect for and value all individuals for their diverse backgrounds, experiences, styles, approaches, ideas and beliefs.
- TRUST - We build trust through responsible actions and honesty.
- PERSONAL ACCOUNTABILITY - Take personal accountability for behaviour, actions, words and results.
- SOLUTION FOCUSED - Focus on finding solutions and achieving great things.
- CAN DO ATTITUDE - Adopt a determined attitude and work hard to get the job done.
- COLLABORATION - We achieve more when we work together, support each other and collaborate.
- COMMITMENT TO SELF AND OTHERS - Personal commitment to success and wellbeing of others in your class or team.
- RESILIENCE - We strive harder and are more determined to overcome challenges.
- PRIDE - Be proud of being part of Team Lydiate, celebrating your own and others' success.
- COMMUNICATION - Communicate effectively and listen to one another for understanding and compassion.

Our core values bind our community together and provide us with a common purpose.

We believe these values underpin the outstanding achievements of our students and staff. Deyes High School recognises the importance of developing the 'whole child' and our core values reflect the aspirations of all members of our learning community.

We believe that future citizens will be defined as much by their values as by their achievements and qualifications. We offer supportive pastoral care that embodies the core values. We provide guidance and a range of experiences designed to nurture our students towards valuing themselves, the school and their community.

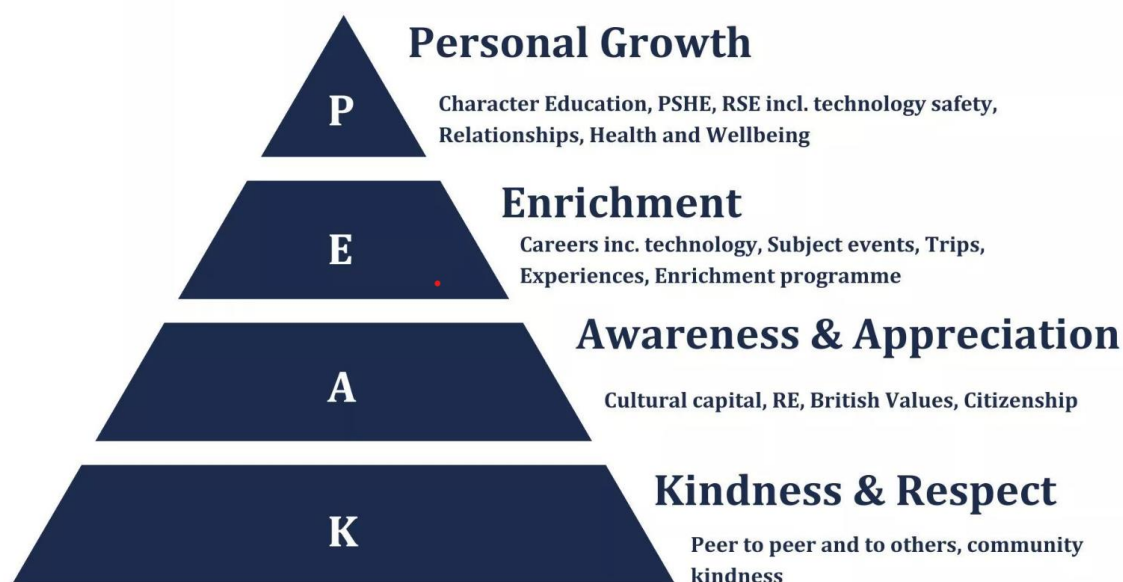
## Section 2: Social Moral Spiritual Cultural (SMSC) implementation

### 2.1 SMSC (PEAK) education at Deyes High School

Our PEAK programme consists of carefully planned sessions to support students Personal Growth, Enrichment, Awareness & Appreciation and Kindness & Respect for Others. Each session has been carefully tailored so that content is age appropriate, meets statutory guidelines and is bespoke and relevant to our student community. We work with external agencies and stakeholders including Police, Sefton Safeguarding Team, School Nurse and the Mental Health in Schools team to inform the programme and believe it supports the development of the whole child. Each fortnight, students receive several PEAK sessions during morning or afternoon Collective Meeting times. These meetings replace the traditional form time and enable the time to be used for focused student development.



# PEAK Programme



Academic curriculum areas have a contribution to make to a student's spiritual, moral, social and cultural development and opportunities for this are also planned in different areas of the subject curriculums. Curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible in their delivery of cross over SMSC topics. PEAK session will be provided to add further depth and dialogue to the students' questions on society, morality, spirituality and cultural value. Students will have the opportunity to question and justify their beliefs, ethics and morals and those of others. All students will look at and be able to understand the overarching themes of:

- SMSC
- RSE
- RE
- Health education
- Fundamental British values

- Citizenship
- Careers education (CEIAG)

## 2.2 Coverage of SMSC

### Spiritual Development:

Students at Deyes High School have and display an excellent set of values; beliefs and principles, which help them every day and inform their perspective on life and their behaviour. Through their extensive work supporting their peers and charity work, they have an outstanding awareness and understanding of the needs of themselves and others. They understand the beliefs of others, from their lessons in Religious Education, and by students delivering collective meetings. Students, through the way they present themselves, have a respect for others and for themselves, there is a sense of empathy and students consistently show concern and compassion. This compassion is demonstrated in the charity fundraising activities that take place throughout the school on an annual basis. This also reaches further, out into the community, where the students also provide charity and outreach work. The Students have the courage and conviction to stand up for their beliefs where there has been intolerance from others, ensuring action takes place, examples of this are around the school and within PEAK lessons.

Students have great ambition and self-confidence are involved in many activities that challenge all forms of bullying, racism and other forms of discrimination. They are creative and expressive and have an understanding of their feelings and emotions and their most likely impact on themselves and others. As a school, Deyes High School encourages spiritual development by giving students an opportunity to explore their values and beliefs and develop a climate where all students can discuss, grow, flourish and respect each other. This is evident in their personal aspirations, their destinations when leaving the school at 16 or 18 and their general behaviour around the school. Through teaching we promote and value students' questions and opinions, giving them time to reflect on their own thoughts, ideas and concerns. We encourage students to think beyond themselves and the school by asking the questions 'how', 'why' and 'what is the impact?'.

### Moral Development:

Students display an understanding of the difference between right and wrong, this is evident on a daily basis at Deyes through the students' actions. They are confident to act according to their own and our principles and speak to each other and staff if something is wrong and work together to find a solution. We receive positive letters about students' respectful actions in the community and involvement in community activities. They are able to express their view through form periods, in the school council and make responsible judgments on moral dilemmas when discussed during collective meetings, PEAK lessons, Deep Learning Days and Form time. They are considerate and respect others' needs and feelings. The school's code of conduct and charter of values is clear in relation to behaviour, which promotes moral provision. Students are given many opportunities across the curriculum to take responsibility, to explore issues of truth and justice, right and wrong in an open and extremely safe learning environment as evidenced in lesson observations. Good behaviour is recognised through reward credits, positive behaviour prizes and rewards trips at the end of each academic year. Breaches of the code of conduct are dealt with in a fair and appropriate manner. Students recognise and respect the moral conduct of other cultures and are encouraged to take responsibility throughout the school through care of the school environment and respect for all people and property. There are also models of moral virtue seen and promoted through literature collective meetings and so on. We reinforce the school's values through posters in classrooms, around school and the school website.

#### Social Development:

Students become more socially aware as they move through the school and this is evident by the way students relate to themselves and others in their peer group, form or with friends. Behaviour is sensitive and students share their opinions with others. Few conflicts develop in the school, and when they do they are resolved and students reflect on their behaviour so as to move forward as positive members of our community. They show tremendous respect for people and this is evidenced through the work that we do with community organisations. The students greatly benefit from the advice and guidance, which is given by external speakers and they respect the rights and responsibilities of others in the wider community and social setting. As a school we have a good sense of community and ownership of our social presence. Students participate in many different activities in the school day and beyond and understand the concept of interdependence as demonstrated through the vast extracurricular opportunities, which are offered in all subjects. We promote racial, religious and other forms of equality within lessons, extracurricular activities, through our actions and visitors in the school. We provide opportunities for other experiences for example visits to other schools with different cultures, sporting events, social events in the Arts and PE trips/tours with overnight stays and whole school productions. Honesty and respect for others are inherent in what we do and the students, through the work of the pastoral teams, mentors and student services, work to resolve any tensions. Students have the opportunity to debate various issues, for example, mock court trials and within PEAK, RE, SRE and many other lessons. Students have the opportunity to contribute to democracy and the democratic process through participation in the school council elections in all year groups. A very significant part of the school's work is to develop the leadership skills of the students and for them to take responsibility for their actions and these important skills are transferable into the world of work and their lives as citizens of the world.

#### Cultural Development:

At Deyes High School there is an outstanding provision for students to develop their cultural education. Many opportunities are provided for students to explore their own culture and values and to gain a clear understanding and appreciation of other culture's traditions and value set. This helps the students to challenge racism and discrimination whilst promoting and valuing equality. There are trips, visits, activities, visiting speakers, tutor times and collective meetings which are organised help to ensure that this provision is of the highest quality. Students gain the ability to understand and explore cultural influences through many mediums including literature, sport, food technology, history, geography, music, dance, drama, RE and Art. Students are very willing and responsive to cultural experiences, this is evident through the work done as part of the SLICE initiative and the extracurricular clubs entering and having great success in local, regional and national competition. We at Deyes High School have extremely well developed and positive partnerships with outside agencies. As a school we evaluate all activities and ask the students for feedback ensuring that the provision is of the highest quality. Across the school the charter of values are promoted through displays, posters, exhibitions and so on. Students are always willing and able to participate in cultural events and have many opportunities to explore and develop their gifts and talents. The extracurricular programme is outstanding and stretches to all subjects across the school. These activities are offered on a daily basis and are extremely well attended throughout the school. Students understand and value these activities.

## 2.3 Subject content

Appendix 1-3 shows the coverage of PEAK (inclusive of SMSC/RSE/RE/CEAIG) topics across the 7-year learning journey at Deyes High School. All statutory guidance is covered, with additionality linked to the local and wider student community. The mappers show KS3, KS4 and KS5 as a progressive and age appropriate curriculum.

Additional sessions to meet emerging or new need resulting from student voice, internal safeguarding referrals or local/national events and crime rates are added as 'deep learning days' throughout the calendar year and are often led by externally sourced professionals. Recent examples of this include sessions on youth violence, knife crime and suicide prevention.

## 2.4 Teaching and organisation: Curriculum links

Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions will give students opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.



## Section 3: Relationship and Sex Education (RSE) implementation

### 3.1 RSE education at Deyes High School

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other. We want to give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure) and what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. This programme of study links to our Engage, Enable and Empower mission statement, giving students the opportunity to reflect, discuss, debate and explore SMSC concepts, themes and values.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

### 3.2 Subject content

The curriculum programme is developed by the Assistant Headteacher in charge of Personal Development in conjunction with the views of teachers, students and parents. RSE lessons are delivered by a range of teaching staff and form time activities are delivered by form tutors. Deyes High School will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age, and developmentally appropriate to meet the needs of our students,

including those students with SEND. RSE is taught within the PEAK programme. Students in Key Stage 3, 4 and 5 have one hour of PEAK every two weeks. Alongside this we also have a robust collective meeting programme and form time PEAK activity programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Students also receive stand-alone sex education sessions delivered by a trained health professional through our 'deep learning' collapsed timetable days.

In accordance with government guidance, our scheme of work will have covered the following by the time students leave secondary school:

#### **Families-**

Students should know:

- that there are different types of committed, stable relationships
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage is, including their legal status e.g.: that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- why marriage is an important relationship choice for many couples and why it must be freely entered into
- the characteristics and legal status of other types of long-term relationships
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and,
- how to seek help or advice, including reporting concerns about others, if needed.

#### **Respectful relationships, including friendships -**

Students should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g.: how they might normalise nonconsensual behaviour or encourage prejudice)
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique

and equal.

### **Online and media-**

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about 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 to provide 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 that 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
- 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.

### **Being Safe-**

Students should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honourbased violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

### **Intimate and sexual relationships, including sexual health-**

Students should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g.: physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour

- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **Mental wellbeing-**

Students should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g.: anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms-**

Students should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information 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.

### **Physical health and fitness-**

Students should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill health
- about the science relating to blood, organ and stem cell donation.

### **Healthy eating-**

Students should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco-**

Students should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks

- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

### **Health and prevention-**

Students should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid-**

Students should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR1
- the purpose of defibrillators and when one might be needed.

### **Changing adolescent body-**

Students should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health.

## **3.3 Roles and responsibilities**

It is the responsibility of the Governing Body to establish a policy and procedure for relationships and sex education and to monitor the effects of the procedure. It is the responsibility of the Head teacher to promote an ethos of mutual respect in relationships and ensure relationships and sex education is provided as part of the curriculum which prepares students for adult life. It is the responsibility of all staff to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Answer questions in an age and developmentally appropriate way.
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

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 head teacher.

## Section 4: Impact

### 4.1 Monitoring and review

Provision for SMSC/RSE will be monitored and reviewed on a regular basis. This will be achieved by:

- Audit of policies and Schemes of Work against Government and statutory guidance
- Planning of high-quality lessons, following the mapped 7-year sequence by the Assistant Headteacher responsible for Personal Development
- Audit of workbooks via SLT led 'books looks' every half term, with findings fed back to pastoral leaders to share with their teams and higher leverage actions steps identified to drive continuous improvement of PEAK provision
- Regular monitoring of PEAK sessions via pastoral leads attached to each year group, alongside a formal and recorded lesson observation for every form tutor, once per half term, with personalised feedback recognising areas of good practice for colleagues and areas for development
- Sharing of good classroom work and practice through engaging key departments and colleagues to plan the subject specific sessions in areas such as black history month or e safety awareness
- Collation of evidence of pupil's work in a 'best practice' school portfolio
- Student voice on good practice and emerging needs

### 4.2 Student Voice Section

Student voice is central to our SMSC (PEAK) curriculum. We use student voice to evaluate how relevant and engaging our curriculum is to children's lives. Throughout our scheme of work, we embed student voice practices to enable students to express their views on the range of topics and issues that SMSC covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

### 4.3 Parental right to request their child be excused from PEAK /RSE topics

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of SMSC (PEAK). Parents/carers do not have a right to withdraw their child from PEAK/RSE as a whole. Parents do not have the right to withdraw their child from Health Education. Although parents/carers have the right to request to withdraw their child from certain sessions as part of SMSC/RSE, it is our aim to encourage parents to see the value of this learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. If parents/carers do decide to withdraw their child, they should inform the Headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive the named PEAK/RSE education sessions rather than be withdrawn, the school will make arrangements to provide the child.

#### 4.4 Working with visitors and external agencies

During the school year we may invite external experts and visitors into school to deliver parts of our Personal Development curriculum. External visitors will be selected in order to enrich and supplement our PEAK/RSE offer by bringing particular skills, methods and expertise to the classroom and the whole school. A teacher will always be present throughout these lessons to build on the student's learning after the session as well as answer any questions the students may subsequently have. Any external visitor will be expected to comply with this policy.

#### 4.5 Safeguarding and child protection

[Safeguarding and child protection Click here to read our Child Protection and Safeguarding Policy.](#)

Appendix 1: KS3 PEAK curriculum map (inclusive of SMSC/RSE/CEAIG/RE content)

KEY STAGE 3 PEAK SESSIONS - 2023/2024			
	Year 7	Year 8	Year 9
1	<b>Respect for ourselves and others</b> <ul style="list-style-type: none"> <li>How should we expect to be treated</li> <li>How do we show respect for others</li> <li>People in positions of authority and tolerance of others beliefs</li> </ul> RSE – 11 SMSC - 7	<b>How is the UK governed?</b> <ul style="list-style-type: none"> <li>The development of the political system of democratic government in the UK</li> <li>Roles of citizens</li> <li>Parliament and the Monarch</li> </ul> CIT – 1,5 SMSC – 8,9	<b>What is crime? What is the law and how has it changed?</b> <ul style="list-style-type: none"> <li>The nature of rules and laws of the justice system</li> <li>The role of the police</li> <li>The operation of courts and tribunals</li> </ul> SMSC – 1,3,10 CIT - 2
2	<b>What rights should all children have?</b> <ul style="list-style-type: none"> <li>The precious liberties enjoyed by all citizens of the United Kingdom</li> <li>Right to education and health</li> </ul> CIT - 7	<b>How does the political system work in the UK?</b> <ul style="list-style-type: none"> <li>The operation of Parliament</li> <li>Voting and elections</li> <li>The role of political parties</li> </ul> CIT - 6	<b>How can we manage money well?</b> <ul style="list-style-type: none"> <li>The functions and uses of money</li> <li>The importance and practice of budgeting</li> <li>Managing risk, implications of borrowing</li> </ul> CIT – 4,10
3	<b>How can we make a difference in our communities?</b> <ul style="list-style-type: none"> <li>The roles played by public institutions and voluntary groups in society</li> <li>The ways in which citizens work together to improve their communities</li> <li>Opportunities for school based voluntary and community activities</li> </ul> CIT – 3,9 SMSC - 4	<b>Relationship Values</b> <ul style="list-style-type: none"> <li>Own values on intimate relationships</li> <li>Know when a relationship can be improved with effective communication</li> <li>Know when a relationship is no-longer healthy and should be ended</li> <li>Safe and constructive ways of ending relationships</li> </ul> RSE – 7,8,9	<b>Starting out in a romantic relationship</b> <ul style="list-style-type: none"> <li>Justify opinions on whether something is a positive or negative way to act on first contact or early in a relationship</li> <li>Questions to help a person assess their readiness for sexual activity</li> </ul> RSE - 26
4	<b>Friendship</b> <ul style="list-style-type: none"> <li>What makes a good friendship</li> <li>The importance of being nice to others</li> <li>How could we be better people to others and what difference would it make</li> <li>Importance of being connected to people and the happiness it brings</li> </ul> RSE - H&MW - 2	<b>Sexual Orientation</b> <ul style="list-style-type: none"> <li>Explain that people can be attracted to others of the same sex, both or neither</li> <li>Importance of not making assumptions about someone's sexual orientation</li> <li>Explain the difference between sexual orientation and gender identity</li> <li>Identify and challenge homophobic, biphobic and transphobic behaviour</li> </ul>	<b>Capacity to consent</b> <ul style="list-style-type: none"> <li>How and why it is wrong to assume someone is giving consent</li> <li>Legal definitions of freedom and capacity to consent</li> <li>Ethical considerations</li> <li>Attempting to make someone more vulnerable to mislead them is a crime.</li> </ul> RSE – 24,25,26
5	<b>Friendship and Peer Pressure</b> <ul style="list-style-type: none"> <li>What is peer pressure</li> <li>How can we keep ourselves safe</li> <li>What to do if you have different opinions</li> </ul>	<b>Introduction to consent</b> <ul style="list-style-type: none"> <li>No one has the right to intimidate to consent</li> <li>Gaining consent without pressure</li> <li>Understanding of a person's right to say no to be respected and not have to justify themselves.</li> </ul>	<b>Preventing STIs</b> <ul style="list-style-type: none"> <li>Name types of STIs, symptoms and consequences</li> <li>What to do if someone has had unprotected sex and is worried</li> </ul>



		RSE – 24,25,29	<ul style="list-style-type: none"> <li>Know contraceptive methods that protect against STIs</li> </ul>
6	<b>Personal Care</b> <ul style="list-style-type: none"> <li>What is personal care? How to assess your own personal care.</li> <li>Self care routines, how to look after ourselves</li> <li>What if a friend has bad self care?</li> </ul> H&MW - 18	<b>You are what you eat</b> <ul style="list-style-type: none"> <li>Components of a balanced diet, where they come from and what they provide</li> <li>Macro and micro nutrients</li> <li>Who needs what type of diet?</li> </ul> H&MW – 9,11	<b>Contraception</b> <ul style="list-style-type: none"> <li>Name types of contraception and how they work</li> <li>When and how to access contraception, which one?</li> <li>What to do if contraception fails</li> </ul> RSE – 31,34,36
7	<b>Dental Care</b> <ul style="list-style-type: none"> <li>What is good oral hygiene?</li> <li>The impact of diet on dental health</li> <li>The difference between dentistry for and health and cosmetic purposes</li> <li>NHS dental services and the importance of regular checks.</li> </ul> H&MW – 11,19	<b>First aid and injuries</b> <ul style="list-style-type: none"> <li>Recognise and know how to treat a variety of injuries</li> <li>Bites, stings, hypo and hyperthermia</li> <li>Sprains, strains, fractures, head and spinal injuries</li> </ul> H&MW – 23,24,25	<b>Condom negotiation</b> <ul style="list-style-type: none"> <li>Using a condom safely</li> <li>How and where to get them</li> <li>Confident in using a condom in a relationship</li> <li>Joint responsibility</li> </ul>
8	<b>Puberty</b> <ul style="list-style-type: none"> <li>Describe physical and emotional changes</li> <li>Evaluate how emotional changes can affect relationships</li> <li>Develop strategies for managing the emotional changes</li> </ul> H&MW – 26,27	<b>First aid misconceptions</b> <ul style="list-style-type: none"> <li>Why learn first aid?</li> <li>Personal prejudices to giving first aid to someone</li> <li>What first aid can achieve</li> </ul> H&MW – 23,24,25	<b>Unplanned pregnancy</b> <ul style="list-style-type: none"> <li>Reflect on all opinions and beliefs about the options available in the event of unplanned pregnancy</li> <li>Factors that affect decisions</li> <li>Access to reliable information and help</li> </ul> RSE – 32,33,36
9	<b>Healthy relationships</b> <ul style="list-style-type: none"> <li>Identify healthy and unhealthy relationship behaviours</li> <li>Describe consequences of different relationships</li> <li>Recognise different communication styles</li> <li>Demonstrate active listening and assertiveness skills</li> </ul> RSE – 7,8,9	<b>Managing conflict</b> <ul style="list-style-type: none"> <li>Recognise disagreements in family relationships are common</li> <li>Effective communication can improve relationships</li> <li>Explaining different communication styles and their impacts</li> <li>Examples of assertive communication</li> </ul>	<b>Relationship expectations</b> <ul style="list-style-type: none"> <li>Justify views around expectations and relationships</li> <li>Issues around sharing sexual images</li> <li>How pornography and social media can distort relationship expectations</li> <li>Strategies to manage expectations</li> </ul> RSE - 21
10	<b>Bullying</b> <ul style="list-style-type: none"> <li>What is a bully? What is bullying?</li> <li>Reasons that bullying may occur</li> <li>How being bullied can make people feel</li> <li>What to do about bullying/ how to prevent it.</li> </ul>	<b>Identity and diversity</b> <ul style="list-style-type: none"> <li>Recognising that Britain is a multi ethnic country</li> <li>Benefits of living in a multi ethnic country</li> <li>‘Tolerance’ of different faiths – is it enough to be tolerant?</li> </ul>	

	RSE - 12	<ul style="list-style-type: none"> <li>Discrimination</li> </ul> SMSC – 6,12,13,14	
11	<b>Celebrating differences</b> <ul style="list-style-type: none"> <li>Identifying different cultures and differences</li> <li>Importance of being inclusive, both in and out of school</li> <li>Why is it important to be inclusive and how can we demonstrate being inclusive?</li> </ul> SMSC – 13,14	<b>Xenophobia</b> <ul style="list-style-type: none"> <li>What is xenophobia and how can people be xenophobic?</li> <li>Historic examples of xenophobia</li> <li>Current xenophobia issues and examples</li> <li>How could we be better people?</li> </ul>	<b>Careers – These are my skills and qualities</b> <ul style="list-style-type: none"> <li>Plan ahead</li> <li>Pin point their support networks</li> <li>Recognise and re-focus on their skills and qualities</li> </ul> Understand transferable skills
12	<b>Empathy</b> <ul style="list-style-type: none"> <li>What is empathy? What is it important to be able to be empathetic?</li> <li>How to use empathy in order to help other people</li> <li>How can you use empathy to support others</li> </ul>	<b>Puberty and Body Image</b> <ul style="list-style-type: none"> <li>Changes during puberty that affect self perception</li> <li>Worth not being defined by looks</li> <li>Identifying when body image issues become problematic, for self and others</li> <li>Seeking support for body image mental wellbeing concerns</li> <li>Body positivity movement</li> </ul>	<b>Careers – Decision making</b> <ul style="list-style-type: none"> <li>Pupils will have experienced and reflected on making a decision</li> <li>Pupils will have looked at different decision making styles and can pick an appropriate style for a scenario situation</li> <li>Pupils have written down questions to ask during Options Evening</li> </ul>
13	<b>Cyberbullying</b> <ul style="list-style-type: none"> <li>What is Cyberbullying and how is it different?</li> <li>Why to people bully others online?</li> <li>What to do if it happens to you. Where to get help/find help.</li> </ul> RSE - 16 H&MW - 7	<b>Mental Wellbeing; Recognising concerns</b> <ul style="list-style-type: none"> <li>Outward signs of mental wellbeing concerns</li> <li>Subtle (easily hidden) signs of mental wellbeing concerns</li> <li>Taking action to minimise mental wellbeing concerns in ourselves</li> <li>Taking action to minimise mental wellbeing concerns in others</li> </ul> H&MW – 1,3,4,8	<b>Careers – Conducting careers research</b> <ul style="list-style-type: none"> <li>Pupils find out 2 careers that can link to an Option Subject</li> <li>Pupils investigated these careers in terms of entry requirements and pay using a careers information website</li> <li>Pupils might also have the chance to explore a real job board such as Indeed.co.uk</li> </ul>
14	<b>Staying safe</b> <ul style="list-style-type: none"> <li>Road and transport safety</li> <li>Going out alone and the possible dangers</li> <li>Dangers of wearing headphones and using a mobile phone</li> </ul>	<b>Health and Prevention: Sleep and Routines</b> <ul style="list-style-type: none"> <li>Good quality sleep</li> <li>Strategies for good quality sleep</li> <li>Impact of poor sleep</li> <li>Impact of device use on sleep</li> </ul> H&MW - 22	<b>Health and prevention: Immunisation and vaccinations</b> <ul style="list-style-type: none"> <li>Understanding vaccinations</li> <li>Booster jabs and annual jabs, the difference</li> <li>Addressing concerns about vaccinations</li> <li>What to expect/coping with fear/pain</li> <li>Scientific response to the anti-vaccination movement</li> </ul> H&MW – 18,21

15	<b>Emotional Health</b> <ul style="list-style-type: none"> <li>Characteristics of good mental and emotional health</li> <li>Importance of meeting needs in healthy ways</li> <li>Relationship between mental health and disease prevention</li> </ul> H&MW - 1	<b>Careers – Equality and diversity: Gender pay gap</b> <ul style="list-style-type: none"> <li>Understand salaries and wages</li> <li>Understand terms on a payslip</li> <li>Consider the fairness of pay and earnings</li> </ul> Consider the impact that stereotypical choices can have on long term careers	<b>Mental wellbeing: Common types of ill health</b> <ul style="list-style-type: none"> <li>Anxiety</li> <li>Depression</li> <li>Stress</li> </ul> H&MW – 3,8
16	<b>STOP Stigma</b> <ul style="list-style-type: none"> <li>Explore awareness and understanding of mental illness and mental health</li> <li>Define stigma</li> <li>Understand how stigma can impact upon people.</li> </ul>	<b>Careers – Using careers websites</b> <ul style="list-style-type: none"> <li>Ability to navigate icould.com and National Careers Service website</li> <li>Students work independently using ICT to complete worksheets in their careers booklets</li> </ul> Students complete review of Learning	<b>Where have you been – County lines</b> <ul style="list-style-type: none"> <li>What is county lines and cuckooing</li> <li>Why people join gangs and the effects it can have</li> <li>What and how to access help</li> </ul>
17	<b>Self Esteem</b> <ul style="list-style-type: none"> <li>What is self-esteem?</li> <li>Importance of self-esteem</li> <li>How to build self-esteem in yourself and others</li> </ul> SMSC -2	<b>Drugs and the laws</b> <ul style="list-style-type: none"> <li>What is a drug? Legal and illegal – the laws</li> <li>Effects drugs can have on someone’s health</li> <li>Social effects of drugs on a person and their relationships</li> <li>Legal penalties for possession and supply</li> </ul> H&MW – 12,13,16	<b>Family types</b> <ul style="list-style-type: none"> <li>Different forms of ‘family’ types</li> <li>Explain the differences between them</li> <li>Discuss the challenges in modern day living including the laws and how they have changed</li> </ul> RSE - 1,2,3,4
18	<b>Stress and Anxiety</b> <ul style="list-style-type: none"> <li>The difference between stress and anxiety</li> <li>What can cause stress and anxiety</li> <li>How stress and anxiety can present</li> <li>Ways to manage stress and anxiety</li> <li>Depression</li> <li>Being resilient</li> </ul> H&MW – 3,8	<b>Alcohol</b> <ul style="list-style-type: none"> <li>Alcohol being used safely – the laws</li> <li>What is alcohol and what are health effects?</li> <li>How alcohol can affect a variety of different relationships</li> </ul> H&MW – 12,14,15 RSE - 36	<b>Marriage</b> <ul style="list-style-type: none"> <li>What marriage is, legal status etc.</li> <li>Characteristics of different relationships</li> <li>Why marriage is important for some people</li> <li>Roles and responsibilities of parents</li> </ul> RSE – 3,4,5,6
19	<b>Body Image</b> <ul style="list-style-type: none"> <li>What is body image – links to self-esteem</li> <li>Effects of healthy eating and physical activity</li> <li>Dieting and eating disorders</li> </ul>	<b>Smoking</b> <ul style="list-style-type: none"> <li>What is in cigarettes – the laws</li> <li>Do we really know what is in vapes?</li> <li>Health effects of smoking – statistics</li> </ul> H&MW - 17	<b>Anti-social behaviour</b> <ul style="list-style-type: none"> <li>What is classed as anti social behaviour</li> <li>Who can be affected by anti social behaviour</li> <li>Why so people become involved in anti social behaviour</li> <li>Consequences</li> </ul>
20	<b>Careers – Introduction to Career/ Influences on me, my decisions and successful career</b> <ul style="list-style-type: none"> <li>Recognise influences on ourselves</li> </ul>	<b>Legal highs</b> <ul style="list-style-type: none"> <li>What are legal highs? Why are they legal?</li> <li>How do these affect users of legal highs?</li> </ul>	

	<ul style="list-style-type: none"> <li>Consider structural influences on people</li> </ul> <p>Define the meaning of success for ourselves and our class</p>	<ul style="list-style-type: none"> <li>Problems that can affect the area/community in which people are using legal highs?</li> </ul>	
21	<p><b>Careers - Skills and qualities / What is work</b></p> <ul style="list-style-type: none"> <li>Understand the difference between a skill and a quality</li> <li>Consider your own skills and qualities</li> <li>Recognise the different roles we have in life and consider the skills and qualities we use to fulfil these roles</li> <li>Articulate what transferable skills and employability skills are</li> </ul>	H&MW - 13	

Appendix 2: KS4 PEAK curriculum map (inclusive of SMSC/RSE/CEAIG/RE content)

KEY STAGE 4 PEAK SESSIONS - 2023/2024		
	Year 10	Year 11
1	<b>Staying Safe Online</b> <ul style="list-style-type: none"> <li>Know how to protect yourself online and why there is a need to do so</li> <li>Why some people prefer to connect online</li> <li>Managing social media and time spent</li> </ul>	<b>Careers – Forward Planning – Making Decisions</b> <ul style="list-style-type: none"> <li>Students to reflect on past educational and Post 16-day last term.</li> <li>Students are aware of need to make decisions and plans for Post 16 education and training.</li> <li>Students are prepared for Careers Festival on Friday 23rd September.</li> </ul>
2	<b>Politics, parliament, and government</b> <ul style="list-style-type: none"> <li>Parliamentary democracy and key elements of the constitution of the UK</li> <li>The power of the government</li> <li>The role of citizens and Parliament in holding those in power to account</li> <li>The different roles of executive. Legislature and judiciary and a free pass</li> </ul> CIT - 11	<b>Careers – Managing my next steps</b> <ul style="list-style-type: none"> <li>Students recall information received during Options Day</li> <li>Students complete learning styles and interest questionnaire</li> </ul> Students complete Careers questionnaire
3	<b>Rights, justice, and law</b> <ul style="list-style-type: none"> <li>Human rights and international law</li> <li>The legal system in the UK</li> <li>Differences sources of law and how the law helps society deal with complex problems</li> </ul> CIT - 15,16. SMSC - 11	<b>Careers – The language of work</b> <ul style="list-style-type: none"> <li>Understanding job adverts</li> <li>Know what the main types of work contracts are</li> <li>Recognising your rights and responsibilities in work</li> <li>Recognising uniqueness and commonalities of apprenticeship applications</li> </ul>
4	<b>Relationship abuse</b> <ul style="list-style-type: none"> <li>Ability to identify relationship abuse</li> <li>Identify the different types of abuse that can affect relationships</li> <li>Identify and access ways to get help if needed</li> <li>Stereotypes based on sex, gender, race, religion, sexual orientation or disability</li> </ul> RSE – 9,10,13,26	<b>Careers – CVs - The good, the bad and the ugly.</b> <ul style="list-style-type: none"> <li>Students understand how employers choose candidates for jobs and apprenticeships</li> <li>Students apply recruitment skills to select potential employees</li> <li>Students recognise strength and weaknesses in CVs</li> <li>Students apply this knowledge to create their own CV</li> </ul>
5	<b>Consent and the legal consequences</b> <ul style="list-style-type: none"> <li>Explain in detail what is meant by the term consent and what this means within a healthy relationship</li> <li>Consequences of someone not receiving consent for sexual behaviour within a relationship</li> <li>Identify how and from where to access support, how to support someone who maybe receiving abuse.</li> </ul> RSE – 14,25,30	<b>Careers – Forward Planning – Making Decisions</b> <ul style="list-style-type: none"> <li>Students to reflect on past educational and Post 16-day last term.</li> <li>Students are aware of need to make decisions and plans for Post 16 education and training.</li> <li>Students are prepared for Careers Festival on Friday 23rd September.</li> </ul>
6	<b>Sharing sexual images</b> <ul style="list-style-type: none"> <li>Describe risks associated with sharing sexual images</li> </ul>	<b>Identities and communities</b> <ul style="list-style-type: none"> <li>Diverse national, regional, religious and ethnic identities in the UK</li> </ul>

	<ul style="list-style-type: none"> <li>Explain implications, including legal, of sending or forwarding sexual images</li> <li>How and where to get help, particularly if someone is being pressured to send images</li> </ul> <p>RSE – 16,17,18,19,20</p>	<ul style="list-style-type: none"> <li>The need for mutual respect and understanding</li> <li>Different ways a citizen can contribute to the improvement of their community</li> <li>Identifying opportunities to actively participate in community volunteering and other responsible activities</li> </ul> <p>CIT – 17,18</p>
7	<p><b>Unwanted attention</b></p> <ul style="list-style-type: none"> <li>Define stalking and harassment, what are the differences/similarities</li> <li>Identify behaviours associated with stalking</li> <li>What to do if someone feels they or someone they know is a target or perpetrator</li> </ul>	<p><b>UK and Wider World</b></p> <ul style="list-style-type: none"> <li>Different electoral systems in and beyond the UK</li> <li>Actions citizens can take in democratic and electoral processes to influence decision locally, nationally and beyond</li> <li>Other systems and forms of government, both democratic and non-democratic beyond the UK.</li> <li>Local, regional and national governance and the UK's relations with the rest of Europe, the Commonwealth, the UN and the wider world.</li> </ul> <p>CIT – 12,13,14</p>
8	<p><b>Sexual health</b></p> <ul style="list-style-type: none"> <li>How sexual choices can affect all aspects of health, physical, emotional, mental</li> <li>Sexual and reproductive health</li> <li>Potential impact of lifestyles on the fertility for men and women</li> <li>Menopause</li> </ul> <p>RSE – 27,28,30</p>	<p><b>Private and Public Money</b></p> <ul style="list-style-type: none"> <li>Income and expenditure, credit and debt, insurance, savings and pensions</li> <li>Financial products and services</li> <li>How public money is raised and spent</li> </ul> <p>CIT - 19</p>
9	<p><b>Knife Crime</b></p> <ul style="list-style-type: none"> <li>Challenge common myths and inaccuracies about carrying a knife and the possible implications</li> <li>Making sensible decisions, demonstrate resilience and manage risk</li> <li>Know how to stay knife free and where to access support</li> </ul>	<p><b>Harmful content</b></p> <ul style="list-style-type: none"> <li>How sexual material can present distorted pictures of sexual behaviour</li> <li>How it can damage the way people see themselves in relation to others</li> <li>Possible negative effects towards sexual partners</li> <li>Legalities of sharing sexual images including children.</li> </ul> <p>RSE – 21,22</p>
10	<p><b>Managing risks – Risks and consequences</b></p> <ul style="list-style-type: none"> <li>Understand the influences on decision making about gangs</li> <li>Able to explain the risks and consequences of different gang behaviours</li> <li>Identify social, legal and physical consequences</li> </ul>	<p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>Concepts and laws relating to sexual content and exploitation, grooming, coercion, harassment, rape and domestic violence</li> <li>Forced marriage, honour-based violence and FGM</li> <li>How can all these contribute to current and future relationships.</li> </ul> <p>RSE - 24</p>
11	<p><b>Careers – Recruitment and Selection</b></p> <ul style="list-style-type: none"> <li>Students understand how employers choose candidates for jobs and apprenticeships</li> <li>Students apply recruitment skills to select potential employees</li> <li>Students recognise strength and weaknesses in CVs</li> <li>Students apply this knowledge to create their own CV</li> </ul>	<p><b>Online Gambling</b></p> <ul style="list-style-type: none"> <li>Risks related to online gambling</li> <li>Accumulation of debt</li> <li>How advertising and information is targeted at them</li> <li>How to be a discerning consumer of information online</li> </ul> <p>H&amp;MW - 6</p>
12	<p><b>Careers – CVs and Interview skills</b></p>	<p><b>Physical Examination</b></p>

	<ul style="list-style-type: none"> <li>Students to collate information and examples to draft a CV</li> <li>Students to recognise our skills</li> <li>Students learn how to present our skills in an interview</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Importance of self-examination</li> <li>Importance of accessing regular screening as you age</li> <li>Where to access help and who to speak to</li> </ul>
13	<b>Personal Health and Care</b> <ul style="list-style-type: none"> <li>Maintaining a healthy lifestyle and its benefit</li> <li>Creating healthy diet habits for adulthood</li> <li>Unhealthy lifestyle and sedentary behaviour</li> </ul> H&MW 9,11	<b>Personal Health and Care</b> <ul style="list-style-type: none"> <li>Maintaining a healthy lifestyle and its benefit</li> <li>Creating healthy diet habits for adulthood</li> <li>Unhealthy lifestyle and sedentary behaviour</li> </ul> H&MW – 9,11
14	<b>Physical activity and positive mental wellbeing</b> <ul style="list-style-type: none"> <li>Physical activity as an approach to combat stress</li> <li>Endorphins</li> </ul> Incorporating physical activity into busy lifestyles – benefits and approaches	<b>Physical activity and positive mental wellbeing</b> <ul style="list-style-type: none"> <li>Physical activity as an approach to combat stress</li> <li>Endorphins</li> <li>Incorporating physical activity into busy lifestyles – benefits and approaches</li> </ul>
15	<b>Online Reputation</b> <ul style="list-style-type: none"> <li>Discuss how actions online can affect you digital footprint</li> <li>How can you defend your online reputation?</li> </ul> CP – 1,3 H&MW - 7	
16	<b>Fake news</b> <ul style="list-style-type: none"> <li>Define the term ‘fake news’ and discuss the quantity of fake news available online</li> <li>Identify why fake news exists and who creates it</li> <li>Discuss ways of identifying fake news and other forms of disinformation</li> </ul> H&MW – 7 CP – 1,3	
17	<b>RE – Attitudes to Life</b> <ul style="list-style-type: none"> <li>Examine the different religious and world views about when life starts</li> <li>Examine the history of laws relating to abortion in the UK and the USA with reference to the overturning of Roe Vs Wade and the Heartbeat Bill</li> <li>Evaluate whether abortion should be available to anyone who requests it.</li> </ul> RE – 1,2,3,4,6,7	
18	<b>RE – Attitudes to Death</b> <ul style="list-style-type: none"> <li>Examine the different religious and world views about euthanasia and the right to die</li> <li>Examine the history of the law in Britain relating to euthanasia</li> <li>Evaluate the legalisation of assisted dying in the UK</li> </ul> RE – 2,6	
19	<b>RE – Attitudes to Prejudice</b> <ul style="list-style-type: none"> <li>Examine different religious and world views about the value of the individual</li> <li>Examine different religious and world views about gender prejudice</li> <li>Evaluate if religion discriminates against women.</li> </ul> RE – 3,5,6,8,9	

Appendix 3: KS5 PEAK curriculum map

VI FORM PEAK SESSIONS - Monday, P3 - 2022/2023			
		Year 12	Year 13
1		<b>Identifying Unhealthy Relationships</b> <ul style="list-style-type: none"> <li>What is the difference between a healthy and unhealthy relationship?</li> <li>Controlling Behaviours – How to spot them and manage them.</li> <li>How to manage feelings after a relationship has broken down.</li> <li>Where to seek support/help if in an unhealthy relationship</li> </ul>	<b>Personal Statements</b> <ul style="list-style-type: none"> <li>What makes a good personal statement?</li> <li>What should I include in my personal statement?</li> </ul> <p>What challenges will I encounter when constructing my personal statement?</p>
2		<b>Managing Unwanted Attention</b> <ul style="list-style-type: none"> <li>Definitions of Stalking and Harassment</li> <li>What are the differences between Stalking and Harassment</li> <li>Identifying the unacceptable behaviour/actions</li> <li>How can reduce the risk of stalking and harassment</li> <li>Where to seek support/help if you are being stalked/harassed.</li> </ul>	<b>Personal Statements</b> <ul style="list-style-type: none"> <li>What makes a good personal statement?</li> <li>What should I include in my personal statement?</li> </ul> <p>What challenges will I encounter when constructing my personal statement?</p>
3		<b>Sharing Sexual Images</b> <ul style="list-style-type: none"> <li>Why do people send Sexual images.</li> <li>What are the consequences for someone sending and/or receiving sexual images.</li> <li>What are the dangers associated with sending sexual images.</li> <li>How can you manage pressure to send sexual images.</li> </ul>	<b>Personal Statements</b> <ul style="list-style-type: none"> <li>What makes a good personal statement?</li> <li>What should I include in my personal statement?</li> </ul> <p>What challenges will I encounter when constructing my personal statement?</p>
4		<b>VESPA - Vision 1</b> <ul style="list-style-type: none"> <li>Why is it important that we all have a vision.</li> <li>What are our priorities? What are we motivated by?</li> <li>How do we establish a vision for ourselves.</li> </ul>	<b>British Values – Radicalisation</b> <ul style="list-style-type: none"> <li>What is Extremism?</li> <li>What is Radicalisation?</li> <li>What can be done to reduce the risks of Radicalisation?</li> </ul>
5		<b>VESPA - Vision 2</b> <ul style="list-style-type: none"> <li>What is the difference between a dream and a goal?</li> <li>What are SMART Goals?</li> <li>How can we utilise SMART Goals in the short term and long term?</li> </ul>	<b>British Values – Democracy</b> <ul style="list-style-type: none"> <li>What is a Democracy?</li> <li>What are the key features of a Democratic State?</li> <li>What alternatives are there to Democracy? <i>i.e. Theocracy, Absolute Monarchies, Single Party States &amp; Military States.</i></li> <li>What is the Rule of Law?</li> </ul>
6		<b>VESPA - Effort 1</b> <ul style="list-style-type: none"> <li>What is Effort?</li> <li>What is the difference between proactive and reactive students?</li> <li>What are Blockers?</li> <li>How can we prevent our Blockers from having a negative impact on us?</li> </ul>	<b>British Values - Individual Liberty &amp; Mutual Respect.</b> <ul style="list-style-type: none"> <li>What is Liberty?</li> <li>Reasons why it may be necessary to limit individual liberties.</li> <li>What is positive Liberty?</li> <li>What can we do to give people more positive freedoms?</li> </ul>
7		<b>VESPA - Effort 2</b> <ul style="list-style-type: none"> <li>Strategies to ensure our effort is being utilised in the most effective way.</li> <li>What is the Ten Minute Rule? How can it increase productivity?</li> <li>What is "If...then?" Thinking? How can it increase productivity?</li> </ul>	<b>British Values – Tolerance</b> <ul style="list-style-type: none"> <li>What is Tolerance/In Tolerance?</li> <li>Tolerance and the Law in the UK.</li> <li>Tolerance and the Law around the world.</li> </ul>
8		<b>VESPA – Systems</b> <ul style="list-style-type: none"> <li>What is a System?</li> <li>Why do Systems matter?</li> <li>What is the Weekly Review Technique? How can it help?</li> </ul>	<b>What are Human Rights? Why are not all Human Rights Valued?</b> <ul style="list-style-type: none"> <li>What is the Universal Declaration of Human Rights?</li> <li>What are the flaws with the Universal Declaration of Human Rights?</li> <li>Are Human Rights valued equally by all communities? If not, Why?</li> </ul>



		<ul style="list-style-type: none"> <li>How can we become effective project managers? SQTR Technique.</li> </ul>	
9		<b>VESPA - Practice</b> <ul style="list-style-type: none"> <li>What is Practice?</li> <li>What are the right things to practice?</li> <li>What revision techniques are best suited, to what we need to practice?</li> <li>What is the difference between mechanical and flexible practice?</li> </ul>	<b>Consent and Legal Consequences</b> <ul style="list-style-type: none"> <li>What is Consent?</li> <li>What are the Laws relating to Sexual Consent?</li> <li>How people can actively communicate and recognise consent from others.</li> <li>How and when consent can be withdrawn, in all contexts, including online.</li> </ul>
10		<b>Consent and Legal Consequences</b> <ul style="list-style-type: none"> <li>What is Consent?</li> <li>What are the Laws relating to Sexual Consent?</li> <li>How people can actively communicate and recognise consent from others.</li> <li>How and when consent can be withdrawn, in all contexts, including online.</li> </ul>	<b>Sexual Health</b> <ul style="list-style-type: none"> <li>STIs – How are they transmitted?</li> <li>STIs – How can risk be reduced through safer sex and the importance of regular testing.</li> <li>STIs – How can they be treated.</li> <li>Where can you get confidential sexual and reproductive health advice.</li> </ul>
11		<b>Contraception</b> <ul style="list-style-type: none"> <li>What contraceptive choices are available? (Male and Female)</li> <li>Effectiveness of Contraception.</li> </ul>	<b>Reproductive Health.</b> <ul style="list-style-type: none"> <li>What impact can sex and relationships have on our health?</li> <li>What is Reproductive Health?</li> <li>How can our lifestyle impact our fertility?</li> <li>What impact can the menopause have on our bodies? How can we support people going through it?</li> </ul>
12		<b>Sexual Health</b> <ul style="list-style-type: none"> <li>STIs – How are they transmitted?</li> <li>STIs – How can risk be reduced through safer sex and the importance of regular testing.</li> <li>STIs – How can they be treated.</li> <li>Where can you get confidential sexual and reproductive health advice.</li> </ul>	<b>Pregnancy.</b> <ul style="list-style-type: none"> <li>What are the facts surrounding Pregnancy?</li> <li>What is a miscarriage? And where can you find additional support?</li> <li>What options do couples have when they become pregnant?</li> <li>Where you go for further advice and guidance?</li> </ul>
13		<b>Alcohol and Drugs</b> <ul style="list-style-type: none"> <li>Alcohol and the Law.</li> <li>Dangers associated with Alcohol Abuse. (including risky sexual behaviour)</li> <li>Drugs and the Law</li> <li>Dangers associated with Drug Abuse.</li> <li>Where to seek support for Drug/Alcohol abuse.</li> </ul>	<b>Employment Rights and Responsibilities.</b> <ul style="list-style-type: none"> <li>What are your rights and responsibilities as students in a casual/part-time economy?</li> <li>How can you conduct yourself professionally in the workplace?</li> <li>Workplace confidentiality and Security.</li> <li>Role of Trade Unions in the workplace.</li> </ul>
14		<b>LGBTQ+</b> <ul style="list-style-type: none"> <li>What does LGBTQ+ stand for?</li> <li>LGBTQ+ Rights and the Law.</li> <li>What challenges do the LGBTQ+ community still face?</li> <li>What can be done to help combat these challenges?</li> </ul>	<b>Cultural Capital – Art</b> <ul style="list-style-type: none"> <li>What is Modern Art?</li> <li>What are the different styles of Modern Art?</li> <li>What objective criteria could be used to judge whether something is art or not?</li> </ul> <i>(* Students will be exposed to a variety of different examples during the lesson)</i>
15		<b>Happiness - How to be Happy</b> <ul style="list-style-type: none"> <li>What is the difference between gratifications, pleasures and true happiness?</li> <li>How can we find real happiness?</li> <li>What is the Happiness Formula?</li> </ul>	<b>Cultural Capital – Architecture</b> <ul style="list-style-type: none"> <li>What different styles of Architecture are there?</li> <li>Should some architectural styles be more respected than others? If so, why?</li> <li>What criteria could be used to judge architecture?</li> </ul>

		How important is positive psychology in finding happiness?	(* Students will be exposed to a variety of different examples during the lesson)
16		<b>Happiness - Health</b> <ul style="list-style-type: none"> <li>Why is It Important to look after our bodies?</li> <li>How important is Exercise and Diet?</li> <li>How does Modern Day living make this harder? How can we combat this?</li> </ul>	<b>Cultural Capital - Pop Music</b> <ul style="list-style-type: none"> <li>What makes a pop group influential?</li> <li>What criteria could be used to judge who was the most influential pop group of all time?</li> </ul> (* Students will be exposed to a variety of different examples during the lesson)
17		<b>Happiness - Sleep and Nature</b> <ul style="list-style-type: none"> <li>How can we ensure we get a good night sleep?</li> <li>Why is sleep important?</li> <li>How can nature help improve our mood?</li> <li>What else can impact our mood? Exercise, Diet, Sleep, Nature &amp; Other.</li> </ul>	<b>Cultural Capital - Film</b> <ul style="list-style-type: none"> <li>Why do film makers use symbols in their films?</li> <li>What filming techniques are available to film makers? (e.g. Whip Pan, Eye Line Match, Jump Cut, Match Cut ect..)</li> <li>Why do film makers use different film techniques?</li> </ul>
18		<b>Which University/Apprenticeship?</b> <ul style="list-style-type: none"> <li>What do I need to consider when choosing a University/Apprenticeship?</li> <li>What are some of the challenges/dangers when selecting a University or Apprenticeship?</li> <li>Where can I find out more information about both routes?</li> <li>What is the application process for both University and Apprenticeships?</li> </ul>	
19		<b>Personal Statements</b> <ul style="list-style-type: none"> <li>What makes a good personal statement?</li> <li>What should I include in my personal statement?</li> <li>What challenges will I encounter when constructing my personal statement?</li> </ul>	