

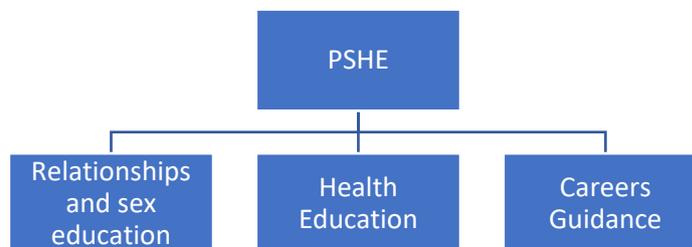
# CONCORD COLLEGE

## Personal, Social, Health and Economic Education (PSHE) and Relationships & Sex Education (RSE) Policy

### 1 Policy context and rationale

This policy covers our College's approach to the teaching and learning of PSHE (personal, social, health and economic) education.

While PSHE is compulsory in independent schools, the Independent Schools Standards provide wide discretion to adjust the content according to the school's aim and ethos. As such, the PSHE curriculum focuses predominantly on the delivery of statutory Relationships and Sex Education (RSE) and the optional areas of Health Education and Careers Guidance.



The reasons for this are as follows:

- The Lower School only covers three of the five years of secondary school; this reduced time places greater need on prioritising statutory RSE content.
- Many new students begin at the College in 6.1, mainly from international backgrounds; this makes it essential for the Upper School PSHE to build on and revisit the RSE content from the Lower School.
- While Health Education is optional for independent schools, we recognise the importance of this content for our pupils and their physical and mental wellbeing.
- One of the College's aims is to prepare all students for the challenges of university, of employment and of adult life in the 21st Century. We also aim to give students the confidence and qualifications to enable them to enter top quality universities in the UK and in the rest of the world. Therefore, frequent and thorough careers guidance is a key aspect of the PSHE programme.

This policy was produced by the Head of PSHE, Robyn Wear, through consultation with the Vice Principal: Academic, Tom Lawrence, and the Head of Lower School and Deputy Designated Safeguarding Lead, Rachel Coward.

It will be reviewed annually by the Head of PSHE and the Vice Principal: Pastoral, or more frequently as necessary in response to latest guidance and/or feedback from students, staff and parents.

### 1. Availability of this policy

This policy will be available through the College website once it has been ratified.

## **2. Policy Development**

This policy is still in development as it will be further discussed in consultation with staff, parents and pupils:

- Staff consultation - all staff who deliver PSHE will be given the opportunity to look at the policy and make recommendations.
- Parent consultation - parents and carers will be sent a letter informing them of our intentions for the PSHE programme and outlining our statutory obligations, including the right to withdraw; the policy and curriculum will be uploaded to the school website and the letter will inform parents of who to contact in cases of concern or feedback on the PSHE programme.
- Pupil consultation - all pupils have been surveyed to assess their needs and wants from the PSHE programme.
- Ratification - once amendments are made, the policy will be shared with trustees and ratified.

## **3. Statutory Requirements**

As an independent school we must provide RSE to all pupils as per [section 34 and 35 of the Children and Social work act 2017](#).

In developing our RSE programmes, we have followed the statutory guidance in '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)'.

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. They must also prepare pupils at the school for opportunities, responsibilities and experiences of later life.

The Independent School Standards 2019 state that schools should have a Personal, Social, Health and Economic Education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

Other guidance which informs this RSE policy include:

- Learning and skills act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education - Statutory safeguarding guidance (2016)
- Careers guidance and access for education and training providers (2021)

## **4. Definitions**

PSHE stands for personal, social, health and economic education. PSHE helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. It helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

RSE is about the emotional, social and cultural development of pupils, and involve learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity. Rather, it seeks to give students the knowledge 'that will enable them

to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy<sup>1</sup>.

Careers guidance supports pupils in developing the career management skills they need to make their own decisions on their future. It does this by providing a clear understanding of the world of work and the educational pathways available to them.

## **5. Aims and objectives**

Concord College is an international community committed to high academic standards, dedication and mutual respect. The college provides a safe, vibrant and friendly environment in which students can flourish and fulfil their potential. Students are expected to behave in a way that promotes rigour, creativity and kindness. Staff will support them in this goal.

Our PSHE programme aims to meet the following objectives:

- Respect the College's ethos as well as the perspectives of all pupils within our community.
- Be delivered by competent, confident and enthusiastic educators who have a commitment to ongoing training and CPD.
- Encourage ongoing open and honest communication with parents/guardians.
- Use subject material which is age appropriate and developmentally appropriate.
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.
- Be taught within a learning environment which is safe and supportive for the young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Develop their understanding of and respect for British values: democracy; the rule of law; individual liberty; mutual respect; tolerance of those of different faiths and beliefs.
- Encourage students to reflect on their individual values and attitudes.
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions.
- Explore differences and learn to value people in all their diversity.
- Identify and articulate feelings and emotions and manage difficult situations positively.

In addition to this, our RSE programme of study has the following aims:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health so they can make informed choices.
- Be inclusive and sensitive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experiences.
- Encourage the development of skills to support healthy and safe relationships and ensure good communication about these issues
- Promote a critical awareness of the different attitudes and views on relationships and sex within society such as peer norms and those portrayed in the media.
- Ensure children and young people are clearly informed of their rights, for example how they can access confidential advice and health services within the boundaries of safeguarding.
  
- Provide a framework in which sensitive discussions can take place.

---

<sup>1</sup> Page 8, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education, September 2020.

- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop the knowledge, skills and attributes pupils need to manage their relationships now and in the future.

As per government expectation, our Careers Guidance aims to meet the [Gatsby Benchmarks](#), an internationally recognised criteria for developing high-quality careers guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## **6. Creating a safe and supportive learning environment**

Due to the range and sensitive of issues explored, PSHE involves a combination of sharing information and exploring issues and values. As such, clear ground rules will be established to ensure a safe space for all students to engage in the topics.

Confidentiality will be maintained where possible, but not if it concerns a Safeguarding or Child Protection concern.

We will ensure that where pupils may be vulnerable and at risk, staff delivering PSHE sessions on sensitive topics will be informed on a need-to-know basis. Students will receive appropriate support from staff and that these concerns will then be passed on as necessary in accordance with the College's Child Protection Policy and KCSIE Part 1.

In our College, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Pupils will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

This policy is informed by the College's safeguarding/child protection policy as it also seeks to ensure caring for the welfare of its students in both preventing and protecting our students from abuse. The Safeguarding and Child Protection policy also mentions the College's PSHE programme and specific legal duties such as Radicalisation and the Prevent Duty are mentioned in both policies.

## **7. Curriculum**

Our curriculum is set out as per Appendix 1 but is subject to adaptation as and when necessary. The curriculum will undergo yearly evaluation from pupils and staff and is accessible on the College website for parents.

It has been developed to consider the age, needs and feelings of pupils and is predominantly sourced from PSHE Association approved resources. It seeks to build on RSE content of primary education and cover all statutory content identified in the RSE guidance:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships

We also aim to cover the optional content of Health Education:

- Mental health
- Physical Health
- The changing adolescent body
- Basic first aid
- Drugs, alcohol and tobacco

Each year will also have a minimum of a term focused on careers guidance:

- Transferable skills (Form 3)
- The World of Work (Form 4)
- Post-16 and 18 options (Form 5)
- University guidance delivered by a combination of whole-cohort lectures, subject-specific sessions led by university co-ordinators and individual interviews with a careers counsellor (Sixth Form)

The curriculum will signpost students to where they can seek help and support both inside and outside of college.

## **8. Entitlement and equality of opportunity**

We recognise the right for all pupils to have access to PSHE education which meets their needs.

Classroom practice and pedagogy will take into account pupils' age, ability, readiness and cultural background as well as those pupils with SEND and will be adjusted to enable all students to access the learning.

The pupil and their teachers are supported in this by a Pupil Profile and/or IEP that is provided for our pupils with SEND. The tasks used within lessons can be differentiated and all resources are designed to be SEND accessible, for example by using dyslexic-friendly fonts.

PSHE delivery is designed to comply with the Equality Act 2010. Under the provisions of the Equality Act, the College must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics). Provisions within the Equality Act allow the College to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

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).

## **9. Delivery of PSHE**

PSHE is delivered in extended tutor time sessions. In the Lower School these sessions are weekly, run for 40 minutes and are led by tutors. In the Upper School there are 40-minute lessons twice a month; these sessions are also led by tutors.

They are supplemented by some curriculum subjects, for example the biological aspects of RSE are covered in the Science curriculum. However, content covered by the academic curriculum will still be covered in PSHE lessons as we recognise the importance of revisiting key content in multiple settings.

External speakers will occasionally deliver content within both the Lower School and the Sixth Form.

For more information about our PSHE curriculum, see Appendix 1.

## **10. Roles and Responsibilities**

### **a) The Board of Trustees**

The Trustees will:

- Approve the PSHE policy and hold the Principal to account for its implementation.
- Monitor the implementation of the policy.
- Monitor pupil progress to ensure that pupils achieve expected outcomes.

### **b) The Principal**

The Principal will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy.
- PSHE is taught consistently across the College.
- Requests to withdraw pupils from non-statutory components of RSE and sex education are managed (see section 12).

### **c) Head of PSHE**

The Head of PSHE is responsible for:

- Ensuring the PSHE and RSE curriculum meets the statutory requirements.
- Ensuring tutors understand their key roles and responsibilities in delivering PSHE and RSE.
- Designing and maintaining the PSHE curriculum to ensure it is up to date.
- Organising training provision on PSHE topics for tutors in liaison with Assistant Principal Professional Development and Systems, Daniel Wilson.
- Monitoring PSHE delivery by tutors.
- Evaluating the programme yearly.

### **d) Tutors**

Tutors are responsible for:

- Delivering PSHE in a sensitive way.
- Establishing ground rules at the start of all PSHE units and enforcing the rules throughout teaching.
- Modelling positive attitudes to PSHE.

- Offer all pupils the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support.
- Ensuring all points of view they may express during the course of teaching PSHE are unbiased.
- Monitoring pupil progress over the unit.
- Responding to the needs of individual pupils.
- Using the PSHE OneNote to record student work.
- Where appropriate, directing pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- If a safeguarding issue is raised during a PSHE lesson, following the necessary procedures for this in accordance with the school's Child Protection Policy and KCSIE Part 1

Tutors have the right to opt out of teaching the sex education aspect of RSE only. Lower School tutors who have concerns about teaching RSE are encouraged to discuss this with the Head of Lower School, Rachel Coward. In the Upper School, tutors should discuss concerns with the Vice Principal: Academic, Tom Lawrence.

### **e) Parents/Carers**

The College acknowledge the key role that parents and carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All Parents and carers will be:

- Given every opportunity to understand the purpose and content of RSE.
- Encouraged to participate in the development of RSE.
- Given information to support careers guidance at home.
- Able to discuss any concerns directly with the College.

### **11. Parents' Right to Withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, sex education is compulsory for all students.

Requests for withdrawal should be put in writing and sent to the Head of Lower School, Rachel Coward. A copy of withdrawal requests will be stored in SIMS section 12 under Parental Consent.

The Head of Lower School will discuss the request with parents and take appropriate action. As per the government guidance, they will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Once those discussions have taken place, except in exceptional circumstances, the College will respect the parents' request to withdraw the child.

Alternative work will be given to pupils who are withdrawn from sex education, focusing on Health Education or Careers Guidance. The Head of PSHE will ensure that the education they receive is appropriate and purposeful.

### **12. Training**

Staff are trained on the delivery of RSE yearly as part of September INSET and it is included in our continuing professional development.

The Head of PSHE organises regular CPD to support tutors in the delivery of PSHE content.

Tutors are surveyed at the start of the year to assess training needs.

#### **14. Monitoring and Evaluation**

The PSHE programme will be regularly monitored and evaluated. The views of pupils, parents, carers and teachers will be used to consider changes and improvements to the programme on an ongoing basis. The policy will formally be reviewed after the first year of delivery and following that, every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for relationships and sex education.
- To review resources and renew as appropriate.
- To update training in line with current guidance and staff identified needs.

To ensure consistency and continuity throughout the school, PSHE will be monitored by the Head of PSHE. Most importantly, pupils will be given the opportunity to share their feelings and opinions in class, through discussion and confidential questionnaires.

Mrs R Wear (Head of PSHE)  
Mr T Lawrence (Vice-Principal: Academic)  
Mrs R Coward (Head of Lower School and DDSL)  
First published September 2021

## Appendix One: PSHE Programme of Study

### Form 3

Term	Unit Name	Statutory Content Covered
<b>Autumn Term</b>	Respectful relationships  Mental health	<p>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.</p> <p>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.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>that happiness is linked to being connected to others.</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p>
<b>Spring Term</b>	Careers: transferable skills and GCSEs	<p>Understand what transferable skills are and how they support your future</p> <p>Learn about how GCSE impact the future and dispel myths around GCSE choices</p>
<b>Summer Term</b>	Changing adolescent body  Physical Health  Mental Health	<p>key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>the main changes which take place in males and females, and the implications for emotional and physical health</p> <p>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>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.</p>

		<p>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</p> <p>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>the benefits of regular self-examination and screening.</p> <p>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p>
--	--	---

**Form 4**

<b>Term</b>	<b>Unit Name</b>	<b>Statutory Content Covered</b>
<b>Autumn Term</b>	<p>Online &amp; Media</p> <p>Mental health</p>	<p>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>how to: determine whether other children, adults or sources of information are trustworthy</p> <p>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.</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>what to do and where to get support to report material or manage issues online.</p> <p>how information and data is generated, collected, shared and used online</p> <p>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</p> <p>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.</p> <p>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.</p> <p>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>the impact of viewing harmful content.</p>
<b>Spring Term</b>	<p>Careers: world of work</p>	<p>What employees are looking for</p> <p>How to develop their career profile outside of academic grades</p> <p>How to manage their online profiles</p>

<p><b>Summer Term</b></p>	<p>Protected characteristics</p>	<p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>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.</p> <p>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>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.</p> <p>why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>the characteristics and legal status of other types of long-term relationships.</p> <p>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p>
---------------------------	----------------------------------	--

**Form 5**

<b>Term</b>	<b>Unit Name</b>	<b>Statutory Content Covered</b>
<b>Autumn Term</b>	Careers: understanding post-16 & 18 choices	Understanding what the post-16 and post-18 options are and how they affect your future
<b>Spring Term</b>	Intimate & sexual relationships  Being safe  Respectful relationships	<p>that there are different types of committed, stable relationships.</p> <p>how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>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.</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>that they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>the facts about the full range of contraceptive choices, efficacy and options available.</p>

		<p>the facts around pregnancy including miscarriage.</p> <p>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).</p> <p>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.</p> <p>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>
<b>Summer Term</b>	Mental health	<p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>that happiness is linked to being connected to others.</p> <p>how to recognise the early signs of mental wellbeing concerns.</p> <p>common types of mental ill health (e.g. anxiety and depression).</p> <p>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.</p> <p>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>

6.1

Term	Unit Name	Statutory Content Covered
<p><b>Autumn Term</b></p>	<p>Alcohol</p>	<p>Exchanging views on different cultural attitudes to alcohol, including parental attitudes</p> <p>Understanding facts around alcohol use;</p> <ul style="list-style-type: none"> <li>- Safe limits</li> <li>- Impaired judgment</li> <li>- Danger of accidents</li> <li>- Addiction</li> <li>- Illness and death</li> </ul> <p>The legal position in the UK around the buying and consumption of alcohol</p> <p>Precautions before and during a night out</p>
	<p>Drugs</p>	<p>Exchanging views on different cultural attitudes to drugs, including parental attitudes</p> <p>Ascertaining differences in exposure to drugs</p> <p>Information about drugs – different classes, different strengths</p> <p>The legal position in the UK</p> <p>Understanding facts around alcohol use;</p> <ul style="list-style-type: none"> <li>- Impaired judgment</li> <li>- Danger of accidents</li> <li>- Addiction</li> <li>- Illness and death</li> </ul>
	<p>Body Image</p>	<p>Defining body image</p> <p>The impact of advertising and social media and understanding the values being portrayed</p> <p>The consequences of positive and negative body images</p> <p>Eating and exercise disorders</p> <p>Understanding objectification and self-objectification</p> <p>Finding help</p>

<b>Spring Term</b>	Managing stress and anxiety	Understanding negative thinking patterns – looking at 9 types of negativity
		Building mental resilience
		Understanding exam stress
		Finding help
	Sexual Consent	Defining ‘consent’
		Recognising consent in practice
		Understanding that the absence of consent means that sexual activity should stop immediately
		Exploding myths – recognising scenarios where consent has and has not been given
		Finding help
	Contraception	Ascertaining levels of knowledge among students
		Understanding the law and current practice in the UK
		Understanding help available at Concord College
		Understanding the effectiveness and risks of different kinds of contraception
		Finding help
	STIs	Understanding different types of sexually transmitted infections and how they are spread
		Understanding different treatments
Finding help		

## 6.2

Term	Unit Name	Statutory Content Covered
<b>Autumn Term</b>	Extremism	Defining extremism  Understanding its different manifestations and causes - political/ideological, economic, social, religious  Understanding viewpoint 'One man's freedom fighter id another man's terrorist'
	Radicalisation	Investigating the radicalisation process  The role of social media  Reporting radicalisation
	Personal Finance	Understanding different levels of financial independence  Understanding current and savings accounts  Credit cards and debt - calculations and repayments  Budgeting and debt avoidance
	Preparing for University Life	Understanding the challenges of university living  Food, washing,  Time management  Loneliness  Maximising your opportunities
<b>Spring Term</b>	Relationships	Exploring different kinds of relationships - family, friends, professional and romantic  Exploring different kinds of relationships between individuals <ul style="list-style-type: none"> <li>- Marriage</li> <li>- Civil partnerships</li> <li>- Same sex relationships</li> <li>- Relationships across cultures</li> <li>- Single parent families</li> </ul> Understanding mutuality - healthy and unhealthy relationships  The relationship ladder

