



PASTORAL CURRICULUM **(including details of the PSHE programme,** **SMSC and FBV provision)**

Policy Custodian: *Deputy Head (Pastoral) and Head of PSHE*

Approving Body: *MTS Senior Leadership Team*

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The aims of the MTS Pastoral Curriculum sit on the shoulders of the School's core values and beliefs. It seeks to develop the pupils outside of the academic realm, to give them confidence, and arm them with knowledge to leave our confines as respectful, informed and thoughtful young men, capable of making informed decisions. It provides them with the skills to understand the world we live in today and to help them develop into thoughtful and productive citizens of both the United Kingdom and the wider world.

In practice the Pastoral Curriculum is an umbrella term that incorporates the School's Personal, Social, Health and Economic Education (PSHE) programme, its Social, Moral, Spiritual and Cultural Education (SMSC) provision, its promotion of Fundamental British Values (FBV), Relationships and Sex Education (RSE) and all other aspects of the school, which support the pupils' personal development.

The Pastoral Curriculum is delivered in a variety of different ways:

- It is delivered explicitly and formally, through the School's PSHE lessons, form periods and year-group assemblies, discrete events, and our outside speakers programme.
- It is delivered implicitly and informally, through the Curriculum in all departments, through our House and whole School Assembly programmes, through our pastoral systems, through our extensive extra-curricular programme and through the way in which all members of the Merchant Taylors' School community interact with each other.

This policy comprises a number of documents which describe in detail much, but not all, of what is covered over the course of the year by the Pastoral Curriculum. One of its strengths is that it can adapt to accommodate new material or issues at short notice, and this includes global or national issues, such as Black Lives Matter or Me Too, and local trends, such as an increase in pupils discovered to be viewing inappropriate online content. Periodically, an audit is conducted to allow us to review what we do and to ensure that the school is delivering over and above that which is required by regulation in this area.

Whilst overall responsibility for the Pastoral Curriculum resides with the Deputy Head (Pastoral), specific areas are delegated to other colleagues:

- The **Head of PSHE** oversees the PSHE programme, the RSE policy and its delivery.

- The **Deputy Head (Academic)** works with Heads of Department and reviews how individual subject schemes of work can contribute to the Pastoral Curriculum.
- The **Senior Master** ensures that age-appropriate e-safety and online safety advice is regularly taught to pupils in a timely and engaging way.
- The **Heads of Lower, Middle and Upper School** oversee the use of Form Periods and Sectional Assemblies, and, in the Sixth Form, the super-curricular programme, as well as specific events that may be targeted at areas of the Pastoral Curriculum relevant to those year-groups.
- **Heads of House**, either through direction from one of the above or at their own discretion, will use House Assemblies to support aspects of the Pastoral Curriculum.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL (SMSC) EDUCATION

The Social, Moral, Spiritual and Cultural Education (SMSC) programme aims to achieve a number of different goals:

- To encourage pupils to respect the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- To enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- To help pupils distinguish right from wrong and to respect civil and criminal law of England;
- To encourage pupils to accept responsibility for their behaviour, to show initiative and to understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more broadly;
- To enable pupils to acquire a broad general knowledge of public institutions and services in England;
- To further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- To encourage respect for other people especially, though not exclusively, in relation to their: age; any disability they may have; any gender reassignment they may have undergone or be considering; whether they are married or in a civil partnership; whether they are pregnant or a mother and irrespective of their race; religion or belief; sex; or sexual orientation;
- To encourage a respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Throughout our delivery of all of the above, we are conscious of the need to promote a sense of balance in the presentation of political views. Much of this is delivered explicitly within the PSHE programme but it is also supported within individual subject lessons, pastoral time (assemblies, form periods, tutor periods), extra-curricular activities and specific targeted events. All staff are aware of the need to support the above as much as possible, in as many ways as possible, and the school periodically audits the different contributions made to the programme (be it a vibrant political discussion in a lesson, an interesting assembly or perhaps a sporting event where a pupil has been made to feel confident and happy). This allows us to review our provision and adjust the balance as necessary.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION

The Personal, Social, Health and Economic (PSHE) Education programme plays an essential part in educating the whole person to be able to make informed decisions.

Within a crowded curriculum it is inevitable that much of PSHE is provided in a cross-curricular way (see the PSHE Schemes of Work). Curriculum time is given to PSHE in all year groups, as a fixed part of the timetable and most year groups will have off-timetable days focused on a particular PSHE topic. Sixth Form students additionally develop their awareness and understanding of PSHE topics through their weekly lecture programme. The PSHE scheme of learning for all year groups can be seen at the end of this document in appendix 1.

The PSHE department is made up of a range of subject teachers from all disciplines, helping to provide boys with a wealth of experiences and views. We are frank in the information we give. Where possible and sensible we look to allow the boys to develop their own opinions. However, we are sure to educate the young men as to where the moral and ethical red lines in our society sit and we look to help guide them in terms of their attitudes towards a range of sensitive issues.

Reviewing this Policy

This policy will be reviewed, in light of feedback, in September 2026, before the start of the next academic year.

Appendix 1 - PSHE Scheme of Learning

Colour Coding

Relationships & Sex Education
Health & Wellbeing
Living in the Wider World

Script in Red – Sex Education aspect of PSHE

Third Form Topics

Topic	Aims
What is the point of school?	• Have discussed what PSHE is. • Be able to explain why we bother with school and how this links to getting a job in future. • Have established a set of targets for your first year at MTS.
What is your Identity?	• To appreciate the wide variety of aspects that make up my identity. • To understand the nature vs nurture debate. • To understand why it is important, to maintain a sense of your identity.
Multicultural Britain & Prejudice	• Understand how diverse modern Britain is. • Have explored the facts and figures behind immigration. • Know the difference between prejudice and discrimination. • Know how you can support equality for all.
Gender	• Consider gender stereotypes, how language can reinforce stereotypes and what effects this stereotyping may have. • Have discussed the belief that a person's gender identity is different to the sex they were assigned at birth. • Understand that all forms of prejudice and discrimination must be challenged.
LGBTQ+	• To use vocabulary and terms to do with LGBTQ+ acceptance comfortably. • To understand that all forms of prejudice and discrimination must be challenged. • To value differences between people and demonstrate empathy.
Empire & Racism in Society	• Have defined the word 'colonisation' and have understood what the British Empire was. • Have considered how the British Empire has contributed to Britain being the multicultural country that it is today. • Have understood the link between statues and racism. • Have formed an opinion on what the future of statues in Britain should be.
The Importance of Being Kind	• Have further considered stereotyping, by considering the impact of positive stereotyping. • Understand the good, that acts of kindness can have. • Know what acts of kindness you can do for yourself and your friends and family
What Makes a Good Friend?	• Identify a range of strategies for making and maintaining positive friendships. • Describe or demonstrate how to empathise with your peers. • Understand why friendships may end naturally and when you should make a conscious decision to end them.

Social media	• Have considered why age restrictions exist on certain websites. • Have discussed the distorted image people show on social media and the knock-on effects this can have on other people's wellbeing. • Have explored how AI will impact our social media use in the future.
Coaching 1	• Be aware of others. • Be aware of yourself.
Coaching 2	• Be curious when finding out about others. • Be curious when reflecting on yourself.
Coaching 3	• Have discussed how different people have different values. • Have considered your own values and what it means for you to be fulfilled.
Puberty (The Changes)	• Have tackled some of the myths relating to puberty. • Be able to describe the main physical and emotional changes experienced during puberty. • Have discussed a variety of frequently asked questions, that relate to puberty.
Growing Up & Personal Safety	• Have recapped your learning from last week's lesson about puberty. • Have considered some of the problems you may come across when growing up and how you can overcome these problems. • Have learnt how to identify risks and manage personal safety in increasingly independent situations.
Puberty & Relationships	• Have considered how emotional changes that happen during puberty, may affect your relationships with others. • Have learnt what menstruation is and have considered some of the worries females might have when on their period. • Have discussed strategies for managing the emotional changes experienced during puberty.
Dealing with Conflict	• I can explain how the outcome of family disagreements is dependent on each person's conduct. • I can explain the link between emotional wellbeing and the health of family relationships. • I can describe strategies for preventing and managing family conflict. • I can identify when support is needed for personal safety and explain how to access appropriate help.
Giving & Seeking Permission	• Explain what consent means, both legally and ethically, and why it is so important. • Describe how to recognise when a person is consenting and when they are not. • Explain how consent is sought, given and not given in a healthy relationship. • Describe or demonstrate what to say and do to seek the consent of another person.
Personal Hygiene	• Recognise places where pathogens hide. • Know how and when to wash hands properly with soap and the impact this has on reducing the spread of pathogens. • Describe good oral hygiene practices. • Describe the differences between dentistry for health and cosmetic purposes.

Nutrition	• Have discussed what constitutes a healthy diet. • Have looked at the differences between macronutrients and micronutrients. • Have learnt of the risks associated with unhealthy weight gain. • Identify different influences on decisions regarding diet and exercise. • Evaluate strategies to manage negative or less reliable influences.
Movement	• Identify the benefits of maintaining physical health. • Explain why choices regarding physical health might differ between people. • Evaluate potential barriers to making healthier choices and strategies to overcome them. • Analyse strategies for making independent health choices in future.
Sleep	• Explain the impact of sleep on health and wellbeing. • Describe healthy sleep patterns and identify factors which can reduce sleep quality, including the importance of screen-free time before bed. • Describe a range of strategies for ensuring appropriate sleep patterns.
Drugs (Caffeine)	• Be able to describe the effects of caffeine consumption. • Be able to explain the risks associated with caffeine consumption. • Have evaluated strategies to reduce caffeine consumption. • Have evaluate your prior knowledge, beliefs and attitudes regarding substance use.
Smoking	• Have questioned your current understanding of tobacco, alcohol and other drug use. • Have identified a range of risks related to tobacco use. • Have described the risks to a person's health when using shisha. • Have evaluated how effective the government has been in helping people to quit smoking, the benefits of quitting and how to access support to do so.
Vaping & Nicotine Products	• Explain the consequences of vaping. • Analyse a range of potential influences on young people to smoke. • Demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes. • Have challenged a number of misconceptions, related to vaping.
Politics (At Home and Abroad)	• Have discussed the different forms of government that exist beyond the United Kingdom. • Have a basic understanding of the structure of the UK parliament.
The Prime Minister, The Monarch & MPs	• Have described the structure of Parliament, including the House of Commons, the House of Lords and the Monarch. • To have a greater understanding of what the job of an MP entails. • Have explained what the role of the British Monarchy is. • Have considered what skills and qualities make a good Prime Minister.

Political Parties, Elections & Campaigning	• Describe the different types of election, that take place in the UK and how you can vote in these elections. • Explore what a general election is, how MPs get elected into parliament and how a new government is formed after a general election. • Have worked as a group (political party) to put together a manifesto.
Debates & How Laws are Created	• Have considered what is meant by being an advocate and a 'devil's advocate'. • Have experienced what it's like to create a law, debating topics as both an advocate and a devil's advocate.
What is Careers Education?	• Explain what is meant by a 'career'. • Recognise some of our assumptions about careers. • Understand some of the factors, which affect career pathways. • Understand why we learn about careers at school.
Careers – So what do you do?	• Be aware of the wide range of possible areas of work. • Be aware of different types of organisations and sectors. • Be aware that different levels of learning and skills are needed for different jobs. • Be aware that different jobs bring different challenges and rewards. • Be aware how developments in politics, the economy, communities and society can impact jobs.
Careers – The Future of Work	• Understand that the future workplace can be hard to predict with certainty. • Be aware that trends exist in local, national and global labour markets. • Consider how developments in science and technology could influence the future of work. • Consider the key attributes needed, to have a successful career in Industrial Revolution 5.0.
Making Financial Decisions	• Be able to describe how the different parts of the economy are connected. • Have described the role of the Bank of England in the economy. • Be able to explain what influences financial decisions.
Why your Financial Decisions Matter?	• Explain how personal financial choices can affect ourselves, others and the economy. • Describe our responsibilities as consumers. • Know how to assess and manage risks in relation to financial decisions.
Saving, Borrowing & Protecting Your Money	• Describe the benefits of saving and borrowing. • Explain how interest rates work in relation to saving and borrowing. • Have judged when financial situations can present significant risk, and have explained why this may impact on someone's wellbeing. • I can suggest ways to avoid negative financial risk from borrowing or fraud.

Anti-Bullying Off-Timetable Day – Occurs in second half of Autumn Term

What is Bullying?	• Give examples of the different types of bullying. • To know how bullying can affect people. • To know what to do if you feel you are being bullied at MTS. • Explain why some people might bully others.
Online Behaviour	• Have considered why online and offline behaviours may differ and the dangers of online abuse (trolling). • Have considered the dangers you might face, when online. • Have considered the extra dangers associated with live streaming. • Have discussed how to protect yourself, when online.
From Bystander to Defender	• Have identified bullying in all its forms and the potential impact on those involved. • Describe skills and strategies to prevent bullying.
Bullying Roleplays	• Have explored how we all have similarities and differences, but how a culture of inclusion can reduce bullying. • Have created your own role-play around bullying, demonstrating what is possible if bystanders and victims of bullying deal with it in the right way.

Upper Third Form Topics

Topic	Aims
Human Rights	• Have learnt about a number of our basic Human Rights and where they come from. • Have debated when it is appropriate to infringe on peoples' human rights. • Have discussed what you can do to help in situations where you feel a person's Human Rights are being taken away.
The Equality Act & Protected Characteristics	• To know what equality means and why it is important. • To understand the Equality Act 2010 and how it can be applied in different cases. • To know what you can do, if you feel you are experiencing discrimination.
Disability Discrimination (Ableism)	• Have considered the challenges faced by people with disabilities and how the law has changed to give these people equal opportunities. • Have considered the potential physical and emotional effects discrimination can have on people with learning disabilities. • Have discussed ways of challenging discrimination as individuals, as a community and within society.
Intersex	• Learn key information/recap learning about biological sex variation • Learn what variation of sex characteristics and related terms mean. • Discuss what it might be like to be a person with variation of sex characteristics (VSC) and how you can be an ally.
What is Mental Health?	• I can explain what mental health is. • I can name a range of mental health conditions. • I can identify a range of symptoms of poor mental health.
Self-Confidence & Self-Esteem	• Have discussed the difference between self-confidence and self-esteem. • Have learnt why we can develop low self-esteem. • Have discussed how you can help improve your own self-esteem.
Positive Body Image	• Identify different forms of self-expression. • Explore what influences self-expression and how this can impact feelings about body image. • Have considered how we can start to support each other, to foster positive body image.
Changing Your Thinking	• Be able to describe several different negative thinking patterns. • Have practiced recognising these negative thinking patterns through a series of case studies. • Have practiced thinking more positively about yourself.

The Psychology of Stress	• Examine the effect stress has on the brain. • Be able to explain why some people cope better with stress than others. • Understand the importance of recognising negative thinking and replacing it with positive thinking.
Coping with Stress	• Have examined short-term techniques for managing stress. • Have examined long-term techniques for managing stress.
Coaching 1	• What does it mean to be connected with yourself? • What does it mean to be connected with others?
Coaching 2	• How can you hold yourself accountable? • How can you help hold others accountable?
Coaching 3	• What does it mean to be effective in life? • what does it mean to be effective in studies? • what does it mean to be effective in relationships?
Speaking Up & Speaking Out	• Define freedom of speech, describe how you can exercise it and explain the benefits it offers citizens and wider society. • Define hate speech and explain why it appears online more often than in the real-world. • Describe the real-world harm caused by online hate speech and describe how you can respond to hate speech and abuse online (e.g. reporting, counter-messaging, peer support, debunking false claims).
Cybercrime	• Know how your information and data is generated, collected, shared and used online. • Evaluate the reasons why someone may become involved in cybercrime, identifying when someone may be at risk of getting involved. • Explain the consequences of cybercrime, for the perpetrator and the target. • Be able to recommend alternative pathways for someone at risk of committing cybercrime, such as ethical hacking.
AI, Jobs & School	• Have learnt what is meant by Artificial Intelligence (AI). • Have discussed how AI might affect the jobs market in the future. • Have considered how AI can be used to develop and enhance your learning, as well as the implications of using AI to cheat.
Ethical Use of AI – Sustainability, Bias & The Arts	• Have considered the ethical implications of AI use, in terms of: • Its impact on the creative industries. • Bias that AI perpetuates. • Its impact on the environment.

Ethical Use of AI – Deepfakes & The Debate	• Have considered the potential risks posed by AI chatbots. • Have considered the possible negative impacts that AI generated deepfakes can have. • Have debated whether the development of AI should be paused.
Healthy, Respectful Relationships	• I understand that relationships can cause strong feelings and emotions. • I understand the features of positive and strong relationships. • Have reflected on the relationships you have with others, considering what you could change to be happier.
What is Love?	• I understand the different types of love. • I understand the different ways love can be shown. • I can explain the characteristics of a positive romantic relationship.
Dealing with Conflict	• I can explain how the outcome of family disagreements is dependent on each person's conduct. • I can explain the link between emotional wellbeing and the health of family relationships. • I can describe strategies for preventing and managing family conflict. • I can identify when support is needed for personal safety and explain how to access appropriate help.
Consent	• Identify common assumptions related to consent and establish what is morally and legally correct. • Discuss some of assumptions people incorrectly make when entering sexual relationships and investigate why these may be damaging. • Demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to refuse or withdraw consent.
Testicular Health	• Have learnt what testicular torsion is, how you might identify it and what to do if you think you might have it. • Be able to explain why it is important to check your testes regularly for any new lumps. • Recall where you can find more information about, and help with, any testicular health concerns.
Donation & Choice	• Have learnt what it means to donate blood, stem cells and organs and why donations are needed. • Have explored blood groups and the practicalities of matching donors to recipients. • Have learnt what the choices are when it comes to donation and have explored the choices and law around donation in England.
Leadership	• Have considered the characteristics of a good leader. • Have assessed the leadership of others. • Have evaluated your own leadership skills. • Have demonstrated your leadership skills, through writing about a specific example.
Organisational Skills & Time Management	• Be able to explain the importance of both being organised at school and managing your time well. • Have developed a new organisational strategy. • Have developed a new time management strategy.

Teamwork	• Have participated in a team-based activity. • Have identified the key skills of a good team player, evaluating which of these skills you can work on. • Have acted upon your evaluation to show improvement in your teamworking skills.
Knowledge Vs Skills	• Explain what we mean by knowledge and skills - how they are different and how are they assessed. • Explain why employers look for evidence of skills in recruitment. • Explore the process of skill development using Skills Builder Creativity skills as an example.
Criminals, Law & Society	• Have got used to using key terminology, relating to criminal justice. • Have explained how you know if a crime has been committed.
Evidence Gathering & The Courtroom	• Describe the different forms of evidence, used by the police and how they collect them. • Have evaluated the reliability of different types of evidence. • Describe the roles, of the different people you find in a crown court.
Prisons	• Describe what life in a prison environment can be like. • Have considered how prisons might be changed, to better suit their purpose. • Have considered the consequences of having a criminal record.
The Appeals Process	• Learn about the stages of an appeal. • Describe how the CCRC can use new evidence to help Lee and others in his situation. • Explain what happens, if it is discovered that someone has been convicted of a crime they did not commit.

E-Safety Off-Timetable Day – Occurs in first half of Spring Term

Identifying Misinformation	• State what is meant by “fake news”. • Describe how we can spot fake news. • Practice fact checking claims you have been given.
Cyberbullying & Online Grooming	• Have discussed why cyberbullying can potentially be more harmful, than any other form of bullying. • Understand what online ‘grooming’ is and have practiced working out a person’s hidden motives. • Know how to spot a fake profile online, so you can avoid being ‘catfished’.
Online Gaming	• Have explored the benefits and risks associated with online gaming, including the grooming of players. • Have discussed how someone might become addicted to gaming and what they can do to quit.
How to Seek Help	• Be able to describe a number of the risks, associated with being online. • Be able to offer good advice to a friend having trouble online.
Banning Social media?	• Have evaluated the arguments for and against banning social media for all under 16s. • Have debated this ban. • Have learnt how you can have a say on this matter and others.

First Aid Off-Timetable Day – Occurs in second half of Summer Term

The Recovery Position & Calling 999	- Identify when the recovery position should be used. - Place an unresponsive casualty in the recovery position. - Know how to make an emergency call.
Bleeding & Shock	- Help yourself if you have a minor bleed such as a graze or a nosebleed. - Safely treat someone who is bleeding heavily, for example, from a severe bleed, amputation, embedded object or internal bleeding. - Recognise and treat for shock.
Resuscitation	- Know what to do if someone is having a heart attack or a cardiac arrest. - Have practiced performing Cardiopulmonary Resuscitation (CPR). - Have learnt about defibrillators and how they are used.
Burns, and Bone & Muscle Injuries	- Help treat a person who has suffered from a burn. - Respond appropriately if a person has a fracture, dislocation or a soft tissue injury, such as a sprain or strain.
Anaphylaxis, Asthma, Hypothermia & Heat Stroke	- Recognise when someone is having an allergic reaction or asthma attack. - Respond appropriately to this. - Recognise when someone has heat stroke or hypothermia. - Respond appropriately to this.

Fourth Form Topics

Topic	Aims
Freedom & Capacity to Consent	• Explain what is meant by freedom and capacity to consent. • Recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given • Explain where, why and how to get advice and support for issues relating to consent.
Beginning a Physical Relationship	• Have justified whether you feel something is a positive or negative way to act on first contact, or early in relationships. • Have considered questions, which a person can use, to assess their readiness for sex. • Have practiced positively negotiating condom use within a relationship, in order to build the confidence to be
STIs	• Have discussed how the various sexually transmitted infections (STIs) are passed between people and the impact they can have on those who contract them. • Explain what someone should do if they have had unprotected sex or are worried they might have an STI. • Have been introduced to some methods of contraception, which you will learn more about next lesson.
Contraception	• Be able to describe the full range of contraceptive choices, which are available and their efficacy (how likely they are to work). • Have practiced how to use a condom safely and know where and how to get them. • Be aware of how to access sexual health and family planning clinics. • Apply your knowledge of contraception to assess the best contraceptive options in a range of scenarios.
Sexting & Pornography	• Be able to justify your views around expectations in relationships. • Know the law surrounding pornography and have explained how pornography can distort relationship expectations. • Have evaluated different motivations and contexts in which sexual images are shared, and discussed the possible legal, emotional and social consequences.
Family Conflicts	• I can explain how the outcome of family disagreements is dependent on each person's conduct. • I can explain the link between emotional wellbeing and the health of family relationships. • I can describe strategies for preventing and managing family conflict. • I can identify when support is needed for personal safety and explain how to access appropriate help.
Payslips	• Be able to understand a payslip. • Know how Income Tax and National Insurance are charged.

Government Expenditure	• Have considered how the government in the UK gains revenue. • Have evaluated how it chooses to spend that money.
Showcasing your Personal Strengths	• Identify the risks and benefits of sharing material online, that an employer, client or organisation may be able to see. • Explain how to create a positive first impression with potential clients or employers through social media.
Planning for Future Careers	• Have considered different ‘decision-making strategies’, evaluating them in terms of outcomes. • Have identified different, possibly conflicting, influences on your decision making and understand how applying a rational, structured approach can help you navigate this. • Recognise that your reasons for career-related decisions can change over time.
Making a Personal Plan	• Understand more about Teamwork. • Know how to describe your skills-based achievements to an interviewer by practicing examples. • Know how to use Morrisby to keep a record of your activities. • Plan for things you can do to develop your knowledge about careers and develop your skills.
Democracy & The World Around Us	• Have compared democracy in the UK to democracy in other countries. • Have evaluated predictions, made by journalists, as to the big news stories of 2027 and have thought about why people consider certain news stories more important than others.
Self-Care, Accessing Health Care & Gillick Competence	• Know how and when to self-care for minor ailments and the benefits of regular self-examination and screening. • Know how to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; the role of local pharmacies. • Describe the concept of Gillick competence.
Primary Survey & Choking	• Identify when someone is choking. • Give first aid to a casualty who is choking. • Assess a situation for dangers to yourself and the casualty. • Assess the casualty’s condition, open their airway and check for breathing and circulation.
Review of First Aid Day	• Have applied your learning from the first aid day to a number of scenarios. • Have considered how it might feel, being in a real-life first aid scenario. • Have reviewed your learning of first aid.
Alcohol	• Describe some of the health risks associated with alcohol abuse. • Know how to react if you think someone you know is abusing alcohol.
Illegal Drugs	• Evaluate your prior knowledge and beliefs regarding the prevalence of substance use in young people. • Assess the reasons why young people might choose to use or not use drugs. • Describe the names, appearance and effects of a range of illegal drugs.

The Law (Alcohol, Smoking & Drugs)	• Be aware of the law regarding alcohol, when you are under 18, when you are driving and when you are in public. • Be able to explain the legal terms ‘possession’, ‘supply’ and ‘intent to supply’ in relation to drugs. • Have explained the short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs.
Managing Influences (Alcohol, Smoking & Drugs)	• Have discussed the types of influence you will come across as you get older, considering which you think will affect you most. • Have considered strategies you could use if someone offers you something that might be harmful or illegal.
Gambling	• Have discussed how to evaluate risk and have practiced doing so. • Explain what ‘impulsivity’ and ‘delayed gratification’ are and how they relate to gambling. • Describe some of the ways companies try to influence people in order to get them to gamble. • Have practised risk assessing gambling related behaviours in different contexts.
The Dangers of Gambling	• Have explored how and why people become gambling addicts and the problems gambling can cause. • Be able to describe how you could tell if a friend has a problem with gambling. • Have considered what you can do to help a friend in these circumstances.

Divisions Topics

Topic	Aims
Marriage	- Describe the options available to people who wish to make a long-term commitment. - Have assessed the possible reasons why people get divorced and discussed whether divorce is necessarily a bad thing. - Recognise the unacceptability of forced marriage and identify support for someone who may be at risk.
FGM & Honour Based Violence	- Be able to explain what FGM, virginity testing and hymenoplasty are and examine the effects they can have. - Be able to explain what honour-based violence is. - Be aware of those most at risk from FGM and honour-based violence.
Harassment & Stalking	- Have identified behaviours associated with stalking. - Know what to do, if someone you know is the victim or perpetrator of harassment or stalking.
Sexual Assault & Rape	- Identify when asking for consent becomes inappropriately pressurising or persuasive and have learnt what the law says about sexual assault and rape. - Challenge victim blaming narratives and know what to do, if a friend feels angry/upset/confused after a sexual experience.
The Impact of Pornography	- Have evaluated the impact of pornography on: - People's understanding and expectations of consent. - Those working in the industry. - Have discussed the differences between offline and online porn. - Have debated what should be done, to protect young people from the impact of viewing pornography.
Social Attitudes to Sharing Nudes	- Reflect on societal attitudes towards requesting, sending and passing on nude images. - Describe the legal and moral implications of sharing images without someone's consent - Know of strategies to manage unwanted images, unwanted requests and pressure to send images, including how to report these behaviours.
Treatments for STIs	- Have learnt more about the prevalence of STIs, the short- and long-term impact they can have on those who contract them and key facts about treatment. - Be aware of the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them.

Ending a Romantic Relationship	• Have identified the range of emotions associated with breakups. • I can describe ways to manage a breakup safely and appropriately. • I can suggest strategies to help manage emotions when a relationship ends. • I can explain how and where to get help for managing difficult relationship breakups.
Equality	• Have discussed which characteristics are ‘protected’ under The Equality Act 2010. • Have considered the language we use, and how it can either discriminate against or support other people. • Understand that all forms of prejudice and discrimination must be challenged.
Identity & Culture	• Have explained how differing cultures, faiths and beliefs may influence lifestyle choices, and demonstrate respect for these differences. • Assess the impact of media, social media and actions on people’s attitudes around diversity • To appreciate diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
Serious & Organised Crime	• Explain the reasons why some people might get involved in serious and organised crime. • Look at the importance of making good choices and describe how the choices a person makes can help them avoid, or get out of, serious and organised crime.
Crime & Punishment	• Have a basic understanding of the UK legal system. • Know the true statistics in relation to knife crime and what you can do if you are worried about violence and/or knife crime. • Be able to explain how the law helps society deal with complex problems.
Recognising Mental Ill Health	• Be able to recognise signs that someone might have mental health issues, such as a mood disorder, stress or anxiety. • Explain when and whom to tell if you are concerned for your or someone else’s mental wellbeing. • Describe the range of support available for those with emotional or mental health problems, including how best to access local services.
Reframing Negative Thinking	• Describe different negative thinking patterns and consider their potential impact on wellbeing. • Practice reframing negative thinking to help with resilience and identify ways to learn from setbacks. • Have reviewed a number of self-care strategies. • Have become a better listener for your friends.
Disinformation & Misinformation	• Understand what the terms ‘disinformation’ and ‘misinformation’ mean. • Be able to explain the potential motives for posting inaccurate information online and describe how it can impact individuals and society. • Have listed effective responses to dis/misinformation when you encounter them online (e.g. fact-checking and reporting).

Filter Bubbles & Radicalisation	• Have discussed how search engine rankings work and how this and other online ranking systems can create ‘filter bubbles’. • Have considered what happens when filter bubbles and disinformation combine. • Have identified some of the techniques used to radicalise individuals, so that they engage with an extremist group.
Understanding & Preventing Extremism	• Be able to distinguish violent extremism from legitimate behaviours in a democracy. • Have given advice to someone who is worried about another’s behaviour. • Identify what we can do as individuals and communities, to reduce the risk of violent extremism.

Relationships & Consent Off-Timetable Day – Occurs in first half of Autumn Term

Intimacy & Enthusiastic Consent	• Have considered the stages in building intimacy. • Have discussed the difficulties people have when understanding what is meant by consent and recognise what enthusiastic consent looks like.
Healthy Relationships	• Evaluate whether a relationship is healthy or unhealthy. • Have considered how to have difficult conversations within the context of a relationship. • Identify strategies to build a healthy lasting relationship.
The Impact of Sub-Cultures Unhealthy Relationships	• Have discussed inappropriate and upsetting content, which can be found on the internet, including unacceptable content that encourages misogyny. • Have learnt about the law, in relation to unhealthy relationships. • Have discussed what you could do, if you or a friend of yours, was in an unhealthy relationship.
Creating a Charter	• Have worked together, to produce a charter, for all pupils to follow.

Fifth Form Topics

Topic	Aims
Marriage & Stable Relationships	- Describe the legal rights of people in different forms of long-term commitment. - Analyse different attitudes towards marriage.
Fertility & Routes to Parenthood	- Define fertility and describe how fertility changes over a person's lifetime. - Know about factors that affect menstrual and gynaecological health and fertility. - Describe the different routes to parenthood, including IVF treatment.
Pregnancy & Parenthood	- Describe some of the factors that affect the development of a healthy pregnancy. - Identify the rights, roles and responsibilities of parents with respect to raising children. - Evaluate the characteristics of successful parenting. - Discover how brain development occurs and explain the importance of the early years of a child's life for brain development.
Pregnancy Choices (Adoption & Abortion)	- Have considered the facts relating to teenage pregnancy. - Have discussed the options available to somebody facing an unplanned pregnancy.
Substance Abuse & Assessing Risks	- Understand the dangers of substance abuse and appreciate why some people may abuse alcohol or other drugs. - Analyse how alcohol and other drugs affect decision-making. - Assess the risks of substance use when travelling or socialising. - Explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs.
Support for Substance Abuse	- Describe the physical and psychological consequences of substance use. - Explain how drug use can impact on society, as a whole. - Identify sources of support and how to seek help for substance abuse.
Racism in Society	- Have discussed different forms of racism. - Have considered subconscious and institutional racism. - Have considered the effects of racism both on individuals and on society as a whole.
Skills, Skills, Skills	- Have considered what the most important employability (soft) skills are. - Have learnt where you can develop these skills inside and outside of school. - Have created your own Skills Profile and described yourself in an "Elevator Pitch".

What Makes a Good CV?	• Have learnt what a CV should contain. • Have learnt how to write a good CV for yourself. • Be able to describe what information goes in a CV and what goes in a covering letter.
CV Writing	• Have reviewed your learning of what makes a good CV, using an exemplar CV to help you. • Have compared your CVs, written by AI to this exemplar CV. • Have written a draft CV of your own, tailoring it to a specific job opportunity.
Exam Stress	• Have identified the symptoms of stress. • Have examined short-term techniques for managing stress. • Have examined long-term techniques for managing stress.

Lower Sixth Form Topics

Topic	Aims
Planning for Your Future Career	• Explain what the term career means and what it could look like. • Explain the concept of a squiggly career. • Discuss some of the external factors that are likely to affect future careers. • Explain what you can do to manage your own career effectively in light of these.
Making the Right Decision Post-16	• Consider your options after MTS and the questions you should ask yourself, when making a decision. • Evaluate the information you can use, to support your decisions. • Have considered careers, when making your decisions.
Living Independently	• Know your rights, when it comes to renting a property. • Have considered what bills & other expenses you might have, when living independently.
Self-Employment & Salaries	• Be able to understand a payslip and describe the difference between Income Tax and National Insurance. • Have considered the advantages and disadvantages of self-employment.
Borrowing, Credit Scores & Debt	• Understand how a credit card is different from a bank account, loan sharks and payday loans. • Have considered the advantages and disadvantages of a credit card and have looked at APR. • Have learnt what a credit score is, and the factors that influence it. • Have knowledge of how best to deal with debt, if you find yourself in financial difficulty.
Interview Skills	• Explain why organisations use different types of assessment approaches in recruitment. • Assess own capability in core transferable skills. • Construct effective answers to basic interview questions.
Romantic Relationships	• Have considered the different ways of meeting someone and debated some of the dos and don'ts around dating. • Have learnt how to argue well. • Have considered what would be a relationship red flag for you and have considered how to end a relationship in a healthy way.
Sexuality, Consent & the 'Right to Sex'	• Know the difference between gender and sexual orientation and have discussed the belief that there is a difference between biological sex and gender identity. • Have discussed what consent might look like in real life. • Have applied your understanding of consent to a number of scenarios. • Have investigated internet subcultures, discussing how people can be drawn in and how these can sometimes be dangerous.

Unhealthy Relationships	• Be able to recognise when romantic attention is unwanted or unacceptable, including online. • Know how the law protects those who are victims of stalking. • Be able to describe what is meant by coercive control and have discussed in further detail what might be considered a red flag in a relationship. • Know how the law protects those who are abused by partners.
Pornography	• Have considered the negative impacts that viewing pornography can have on individuals, as well as society as a whole. • Have debated whether the government should intervene, to give young people greater protection from pornography. • Be able to explain where, why, and how to access support and report concerns, if you are worried about the behaviour of others.

Upper Sixth Form Topics

Topic	Aims
Physical Health at University	• Have learnt about common medical issues, that could arise whilst at university. • Have considered which would require first aid and which would require a visit to the doctor / hospital.
STIs & Sexual Health Services	• Have discussed how the various sexually transmitted infections (STIs) are passed between people and the impact they can have on those who contract them. • Have considered why STIs might be more common in university students. • Be able to explain what someone should do if they have had unprotected sex or are worried they might have an STI. • Understand what sexual health services are available at university and how to access them.
Men's Health (Movember)	• Explain what testicular cancer is and describe the signs and symptoms of it. • Identify possible risk factors. • Explain how to perform a testicular examination and what to do if a problem is suspected. • Describe preconceptions and expectations around 'being a man' and where these might come from. • Identify the potential impact of these on male mental health.
Fertility & Parenthood	• Explain how fertility changes over a person's lifetime and some of the factors affecting this. • Explain how to maintain a healthy pregnancy. • Describe the different routes to parenthood.
Pregnancy Outcomes & Choices	• Identify the range of options available in the event of an unplanned pregnancy. • Describe where and how to access impartial advice and support in relation to pregnancy. • Identify key legal considerations in relation to abortion. • Consider the strongly held views on either side of the abortion debate.
University Finances	• Have considered how you are going to pay for university. • Have considered whether going university is a good or a bad debt. • Have investigated the realistic costs of going to university.
Building your Professional Network	• Explore different types of communication and their use in the workplace. • Learn to manage your digital footprint for success in recruitment. • Compare CVs and LinkedIn – what are they best for. • Consider the key principles and content for a good LinkedIn profile, using LinkedIn for networking.

Rights & Responsibilities in the Workplace	• Understand the inequalities in society that impact the workplace. • Have described what is meant by Equality, Diversity & Inclusion (EDI) and have discussed why employers see positives in EDI. • Discover how free speech is different in the workplace, than it is in University and the expectations that this will therefore place on you as an employee. • Have tied together EDI expectations, with those of health and safety.
Managing Influences (Drugs, Gambling & Alcohol)	• Have assessed how internal and external influences can affect decision making. • Have analysed the impacts of gambling and substance use, including on reputation, career and relationships. • Have evaluated potential barriers to seeking support and explain how to seek help for substance use.
Substance Abuse in the UK & Abroad	• Identify the risks associated with substance use in independent contexts (going to a festival and travelling abroad). • Learn how laws about alcohol and other drugs vary in countries, other than the UK. • Identify how you can support yourself and how others can support you, in relation to substance use, in independent contexts.
Mental Health at University	• Have considered why many people suffer with mental health difficulties whilst at university. • Have discussed the terrible effects these mental health difficulties can have and how you can help by recognising that a person is suffering with mental health difficulties. • Have prepared yourself, to look after your mental health, whilst at university.

