



## PSHE (Senior School) Policy

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Description: This policy outlines the Senior School's approach to the provision of Personal, Social, Health and Economic Education.

### OUR SCHOOL AIMS

- ❖ *To foster intellectual curiosity and a love of learning.*
- ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
- ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
- ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
- ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

### **1.0 RATIONALE**

- 1.1 To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. The western world is growing increasingly frenetic and materialistic, and it is important to empower students with the mental, physical and spiritual skills they will need to cope as adults.
- 1.2 Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- 1.3 They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- 1.4 The Senior School PSHE curriculum is balanced and broadly-based, and aims to:
  - promote the spiritual, moral, cultural, mental and physical development of pupils at the school and within the wider society,
  - prepare pupils for the opportunities, responsibilities and experiences of adult life.
- 1.5 The development of the skills, personal qualities, attitudes, knowledge and understanding required to achieve these aims is constantly changing, reflecting the times in which we live. As a result, it is necessary for the teaching of PSHE to include a wide range of education styles and is not simply classroom-based.



## **2.0 THE AIMS AND OBJECTIVES OF PSHE**

2.1 The PSHE curriculum seeks to make pupils confident, considerate and enterprising while allowing active, responsible and informed involvement in family, community, economic and civic life.

2.2 The objectives for teaching PSHE include:

- To develop students' rational thinking skills so that they make informed decisions
- To enable students to communicate effectively
- To develop the necessary skills for forging and managing relationships
- To develop the ability to work with others
- To encourage children to take responsibility for their own learning and to develop a positive attitude
- To develop students' ability to act on their own informed ideas and opinions
- To enable students to have respect for others and understand issues of gender, race and sexual orientation
- To encourage children to evaluate their own and others' work and lifestyles, and give them a sense of purpose
- To develop the ability to cope with challenges, successes and failures
- To develop self-confidence
- To enable pupils understand the need for self-control
- To develop children's listening skills
- To provide knowledge of the world around them and prepare them for adult life
- To encourage students to be active citizens within their local community and play their part in a democratic society, and to recognise both their rights and responsibilities.
- To help students become healthy and fulfilled individuals

## **3.0 TIME ALLOCATION**

Formal PSHE teaching takes place within Tutor Group lessons (period 1) on Mondays and Fridays, together with Mentoring. The lessons take place after Assemblies (House, Year or Whole School) which start at 08:40. The activities and approaches vary according to year group, but structured activities are directed weekly by the Heads of Year according to established Schemes of Work (see Appendix).

## **4.0 TEACHING METHODS**

4.1 A variety of teaching and learning strategies are used to deliver PSHE/Citizenship which take into account pupils' age, development, understanding and needs. The teaching strategies employed enable pupils to develop and practise their skills of negotiation, decision-making, assertion, research, problem-solving and collaboration. The pupils are also given the opportunity to develop their own attitudes and values.



- 4.2 The Schemes of Work are based around the PSHE textbook 'Your Life' by Collins which covers a comprehensive PSHE and Citizenship programme for Key Stages 3 & 4. Students have a PSHE exercise book in which they make notes and work through relevant exercises. Please see Appendix 1 for Years 7-11 Schemes of Work and Appendix 2 for guidance for Sixth Form tutors.
- 4.3 Within formal PSHE lessons it is important for teachers to create an atmosphere in which pupils feel:
- Comfortable, trusted and supported
  - Able to contribute and work collaboratively
  - Able to reflect on emotive issues such as abortion, euthanasia and bullying
  - Supportive towards each other
  - Willing to express their feelings within a safe environment
- 4.4 Pupils are encouraged to work in active ways through such methods as debating, brainstorming, creating displays, role play, videos, trips, workshops and theatre projects.
- 4.5 It is sometimes appropriate to include occasions when single sex groups have an opportunity to explore issues that may be particularly sensitive, such as sexuality, menstruation or contraception.
- 4.6 Significant aspects of the PSHE programme are also taught outside the formal PSHE lessons, and include:
- Certain topics are covered within **academic teaching**, such as reproduction, diet, obesity & healthy living, discussions of morality in issues such as dissection, genetic engineering and conservation in Biology lessons; discussions on ethics, spirituality and morality are held in Philosophy & Religion; the English and Drama departments include role play in their teaching on issues such as health, Islam and women's roles; History considers the different perceptions of Empire and what it is to be British. Students learn about financial management in Economics & Business studies
  - **External Speakers** e.g. on topics such as e-safety, alcohol, pornography & body image, careers and first aid
  - **Workshops and Theatre Groups** e.g. 'Show Racism the Red Card' (Years 9-11); Year 12 Apprentice Day; RBS Workshops 'Exploring University' and 'Transition to the World of Work' for Years 12 & 13; trips to 'Safe Drive, Stay Alive' for Year 12 students
  - A wide range of **extra-curricular Clubs & Activities** take place each week, designed to develop skills, enrich understanding and build self-esteem
  - Residential **trips and activity programmes** focused on building esteem
  - Guidance and workshops on Work Experience placements, UCAS applications, CV writing and interview techniques help to develop older students' understanding of the world after they have left School and the need for employability skills.
  - The **Assembly programme** is used to cover certain PSHE areas, such as the importance of charity, reading, mental health and the concept of identity, as well as the need to have high aspirations and to practise hard. Year Assemblies focus particularly age-specific concerns such as e-safety, body image, stress or bullying relevant to the particular year group.
  - There are several whole-school religious services that take place each year: Founders' Day, Christmas and Easter
  - A high proportion of students in Years 10-13 are involved in the **Duke of Edinburgh Award Scheme**, and as part of that initiative they are expected to engage in a programme that requires them to learn a skill, perform community service and complete an expedition as part of a trained group.



- **Specific events** take place within the academic year that focus on raising awareness of particular themes, such as the whole-school mock elections run by the Politics Club, or the introduction of a Mental Health Week run by the Psychology Department.
- The **Careers Programme** supports students in making suitable choices, and among other initiatives, Year 9 students use a careers internet-based piece of software called "Fast Tomato", Year 11 complete Morrisby profiles and interviews, while Year 12 students complete Centigrade testing. There is a programme of careers-based talks, and also our careers advisor holds a workshop to talk about CV writing, job applications and work experience.

## 5.0 THE HOUSE SYSTEM

The House System at the Senior School plays a central role in supporting the aims of the PSHE programme in the following ways:

- All representatives on School Council (roughly 30 different representatives per term) are selected from their Houses according to year group; the Council meets twice a term
- Inter-house events foster competition and encourage participation in a range of sporting and creative activities on a regular basis, ranging from a whole-school Bake-Off to sporting competitions.
- The range of age groups from Year 7 to Year 13 within each house enables students to interact with older / younger pupils in ways they would not do in their normal academic lives.
- The house system provides the primary focus for charity fundraising within the School and raises awareness of particular charities.

## 6.0 PUPIL CONSULTATION & SUPPORT

- 6.1 Pupils are consulted on a range of issues within the School through School Council, online student questionnaires and through student focus groups.
- 6.2 Issues raised by School Council are considered and in most cases acted upon where possible. A noticeboard in the main corridor displays the minutes from the most recent meeting, together with the responses from various senior members of the School or departments (eg, Maintenance, Catering or the Head of Co-curricular Activities).
- 6.3 There is a suggestions box in the main corridor.
- 6.4 There are several initiatives within the School that enable students both to develop pastoral understanding and self-esteem, particularly in the context of how to manage particular skills or problems, such as :
  - A reading scheme which pairs Years 7 & 12.
  - Sixth Form mentoring of students in years 7 & 8, with guidance provided by Tutors and Heads of Year.
- 6.5 Each year group has Sixth Form Prefects allocated to it, who can provide an extra level of support from a student's perspective. Where necessary, the Prefects then pass on relevant information to the Head of Year, particularly in cases of bullying or safeguarding
- 6.6 A Sixth Form-led Pupil Focus group system is being developed to enable older students to discuss particular issues such as bullying or the School's provision of SMSC with younger pupils without a teacher leading the discussions or potentially inhibiting the conversation.



- 6.7 A system of online questionnaires is being tested to enable staff to gauge pupil responses in as easy and anonymous way as possible, and this information will be used to inform future PSHE schemes of work and teaching methods.

## **7.0 PARENTAL INVOLVEMENT**

- 7.1 It is vital to have the support of parents and the wider community for the School's PSHE programme. Parents are regularly invited to talks by external speakers on topics such as Alcohol or e-safety, and have also attended a talk on the SEND provision within the School in the light of recent changes in legislation.
- 7.2 The Headmaster holds Parent Forums for every year group in the School (Nursery to Year 13), and consults the invited parents on areas such as pastoral care and the provision of PSHE among other things.
- 7.3 Information about particular issues such as the use of e-cigarettes, the teaching of contraception or a talk about pornography is sent home to parents on a regular basis.
- 7.4 A well-being section is being developed on Firefly, the school's Virtual Learning Environment, which both parents and pupils will be able to access on particular topics covered in the PSHE syllabus, such as self-harm, mental illness, cyber-bullying and other emotive issues. It is hoped that, on using this resource, students and parents will be able to gain some valuable information and support in as private a means as possible.

## **8.0 EVALUATION OF PSHE PROVISION**

The PSHE co-ordinator, Heads of Year and Deputy Head (Pastoral) monitor the delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Changes in legislation that require specific topics to be introduced, such as the teaching of British values

## **9.0 TRAINING & SUPPORT FOR STAFF**

- 9.1 Guidance is given to Tutors by the Heads of Year, and it is made clear that if they have problems with addressing certain topics, then there are means by which this problem can be addressed, such as team teaching or asking other colleagues to take a particular session.
- 9.2 Weekly tutor meetings include the teaching of PSHE for the week, and resources, structures and advice is available both in person and online.
- 9.3 Certain wider aspects of the PSHE curriculum such as mental health are addressed in the form of inset sessions run by external speakers
- 9.4 The PSHE co-ordinator attends relevant PSHE training insets
- 9.5 Resources for teaching are created by tutor teams and shared online



## 10.0 LINKS WITH OTHER POLICIES

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Anti-bullying
- Disability
- Equal Opportunities
- First Aid
- E-Safety
- Cyberbullying
- Eating Disorders
- Self Harm
- Illegal Drugs & Substance Misuse
- Sex Education
- Equal Opportunities
- Child Protection & Safeguarding

Last reviewed March 2017

Next review due March 2018



## APPENDIX A

### YEAR 7 OUTLINE

	Year 7 PSHE Topic	Year 7 PSHE Topic	Year 7 PSHE Topic
	Autumn Term	Spring Term	Summer Term
<b>Week 1</b>	Dyslexia screening	Growing up- changing	The Journey (Year 6 to 7 link)
<b>Week 2</b>	Dyslexia screening	Growing up- boys and girls	The Journey (Year 6 to 7 link)
<b>Week 3</b>	Organisation & Homework	Growing up- summarising	The Journey (Year 6 to 7 link)
<b>Week 4</b>	Target setting	I want to be a..... (Careers)	The Journey (Year 6 to 7 link)
<b>Week 5</b>	Learning Styles	I want to be a..... (Careers)	The Journey (Year 6 to 7 link)
<b>Week 6</b>	Revision Strategies	I want to be a..... (Careers)	Exam Week
<b>Week 7</b>	Timetable and planning	You & your money	Nutrition & exercise (link to mental health)
<b>Week 8</b>	Exam technique, preparation, managing stress	Money problems (debt & recession)	Alcohol & Smoking
<b>Week 9</b>	What do you believe in?	Opinions- expressing your ideas	Drugs
<b>Week 10</b>	Getting on with others	Rights & responsibilities	Achievements from Year 7, looking forward to Year 8
<b>Week 11</b>	Diversity	Rights & responsibilities as a citizen of Britain	
<b>Week 12</b>	Bullying		
<b>Week 13</b>	Bullying		



## APPENDIX B

### YEAR 8 PSHE Scheme of Work 2015/16

Section: <b>Careers</b>	
Employment & Aspirations	1) Achievements to date
	2) Communication Skills
	3) Employment
Core Skills	1) Social skills
	2) Literacy
	3) Thinking
Financial Budgeting	1) Budgeting at home
	2) Budgeting at home
	3) Budgeting & Savings
Presentation Skills	1) Debates
	2) Interpersonal skills
	3) Plan Assembly

Section: <b>Well Being</b>	
Expectations & Understanding	1) Disclosures
	2) Health
	3) Mental Health
Wider Impact	1) Gambling
	2) Drugs
	3) Divorce
Society	1) Gender
	2) Divorce
	3) British values

Section: <b>SRE</b>	
Relationships & Responsibility	1) Relationships with Adults
	2) Responsibility
	3) Relationships with each other
	4) Puberty
	5) Sexual Maturity



## APPENDIX C

### YEAR 9 PSHE Scheme of Work 2015/16

#### Lesson 1

##### **Ground Rules/Getting to know each other**

**Objectives:** To learn what PSHE means and the topics that will be covered this year

To think about and compose a set of ground rules that will ensure all pupils feel safe, secure and able to participate

**Learning outcomes:** learners will be able to

- Explain what PSHE stands for
- Understand what topics will be covered this year
- Appreciate why ground rules are necessary and compose their own

#### Lesson 2

##### **Getting to know myself**

**Objective:** To learn what a career is

To think about what their careers story has been so far

**Learning Outcomes:** learners will be able to

- Explain what a career is
- Recognise that career development is a lifelong process
- Reflect on their career development so far

#### Lesson 3

##### **This is me today/our aspirations**

**Objective:** To learn about themselves

To appreciate why it's important to have goals

**Learning outcomes:** learners will be able to

- Understand how self-awareness helps with career planning
- Describe themselves
- Identify action to support their development
- Understand the benefit of having goals
- Write a simple action plan
- Accept responsibility for working on their plans



#### **Lesson 4**

##### **Fast Tomato**

**Objective:** Pupils find out their strengths and interests by using an internet based resource

##### **Learning Outcomes:**

- To understand how to use the Fast Tomato resource
- To begin to understand where their strengths and interests lie.
- To explore careers and use the resource to extract information

#### **Lesson 5**

**Objective:** Understand what work is and explore their perceptions, needs and priorities in regards of work

##### **Learning outcomes:**

- Reflect on their perceptions of work
- Recognise that people want different things from work
- Explore their own priorities with regard to work

#### **Lesson 6**

**Objective:** Understand how to conduct careers research, what information is required and where to find it

##### **Learning outcomes:**

- Demonstrate career research skills
- Select information for a specific purpose
- Integrate information from a variety of sources

#### **Lesson 7**

**Objective:** Explore different revision techniques.

##### **Learning outcomes:**

- Deduce what type of learner they are
- Understand the best conditions for successful revision
- Learn a variety of techniques

#### **Lesson 8**

**Objective:** The learn about empathy and its importance in reducing and challenging discrimination of any sort.

**Learning outcomes:** learners will be able to

- Understand what empathy is.



- Be able to use empathy to change behaviour and build better relationships.

### **Lesson 9**

**Objective:** To learn more about stereo typing and how it contributes to prejudice, discrimination and exclusion

**Learning outcomes:**

- To know that people have negative attitudes and what is meant by prejudice and stereotypes.
- To be able to recognise my own and others stereotypical and prejudicial attitudes.
- To be aware of the negative consequences of prejudice and stereotypes.

### **Lessons 10 and 11**

**Objective:** Pupils understand that there are different types of discrimination and the forms it can take

**Learning outcomes:**

- Understand that some people are treated unfairly because of their characteristics.
- Understand what is meant by discrimination.
- Be able to identify negative and discriminatory behaviour.

### **Lesson 12**

**Objective:** Pupils improve their knowledge/empathy and awareness of LGBT (Lesbian, Gay, Bisexual, Transgender) young people

**Learning Outcomes:**

- Pupils have increased empathy for LGBT young people
- Pupils have increased awareness of their own values/opinions of LGBT issues
- Young people have increased knowledge of relevant and appropriate sexual health and contraception services / screening.
- Participants have increased knowledge of the barriers LGBT young people face when accessing services.
- Participants have increased knowledge of services that support LGBT young people.



## APPENDIX D

	Year 10 PSHE Topic Autumn Term	Year 10 PSHE Topic Spring Term	Year 10 PSHE Topic Summer Term
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<b>Week 1</b>		Assertiveness, communication & negotiation skills: effective communication	Personal identity: confidence
<b>Week 2</b>	Career horizons: Get ready to make big decisions	Assertiveness, communication & negotiation skills; being assertive	Personal identity: self-esteem
<b>Week 3</b>	Career horizons: Factors affecting choice	Sex & relationships: contraception	Bank Holiday
<b>Week 4</b>	Career horizons: This is me now	Sex & relationships: use of condoms	Healthy lifestyles: coping with stress
<b>Week 5</b>	Career horizons: Choosing well	Sex & relationships: how to say no	School Internal Exams
<b>Week 6</b>	Career horizons: Subjects and qualifications	Family life & parenting: becoming a parent	Healthy lifestyles: coping with stress
<b>Week 7</b>	Career horizons: Working environments	Revision for assessments	Healthy lifestyles: coping with stress
<b>Week 8</b>	Revision for assessments	Family life & parenting: family relationships	Healthy lifestyles: emotional wellbeing
<b>Week 9</b>	Career horizons: Post 16 opportunities	Separation, divorce & bereavement: family breakdowns	Healthy lifestyles: emotional wellbeing
<b>Week 10</b>	Career horizons: Researching opportunities	Separation, divorce & bereavement: effects of divorce	Sports Day
<b>Week 11</b>	Career horizons: Researching opportunities	Separation, divorce & bereavement: bereavement	Healthy lifestyles: coping with stress: mental health
<b>Week 12</b>	Career horizons: Marketing yourself		
<b>Week 13</b>	Career horizons: Moving on		



## Years 11 PSHE 2015/2016

	Year 11 PSHE Topic	Year 11 PSHE Topic	Year 11 PSHE Topic
	Autumn Term	Spring Term	Summer Term
<b>Week 1</b>		<b>Finance: Managing your money. Pages 92-93</b>	<b>Challenging offensive behaviour Pages 66-67</b>
<b>Week 2</b>	<b>2 x 6<sup>th</sup> formers per form talk about sixth form in form groups</b>	<b>Managing your money Pages 94-95</b>	<b>Challenging offensive behaviour. Pages 68-69</b>
<b>Week 3</b>	<b>Expedition Assembly</b>	<b>Marriage and Commitment. Pages 58-59</b>	
<b>Week 4</b>	<b>Sixth form talk by AFo Sixth Form Lecture Theatre</b>	<b>Marriage and Commitment. Pages 60-61</b>	<b>Managing Stress P 70-71</b>
<b>Week 5</b>	<b>Student Destinations/ Subjects and Qualifications</b>	<b>What is Sexism Pages 66-67</b>	
<b>Week 6</b>	<b>Morrisby Profiles</b>	<b>Homophobia and Gender Issues</b>	
<b>Week 7</b>	<b>Morrisby Profiles</b>	<b>Homophobia and Gender Issues. DVD - Fit</b>	
<b>Week 8</b>	<b>Skills for Employment</b>	<b>Real Health for Real Lives</b>	
<b>Week 9</b>	<b>Applying for Jobs/Writing a C.V. Pages 90-91</b>	<b>First Aid Talk</b>	
<b>Week 10</b>	<b>Revision</b>	<b>Developing your own values</b>	
<b>Week 11</b>	<b>Mock Exams</b>	<b>Managing your own time</b>	
<b>Week 12</b>	<b>Mock Exams</b>		
<b>Week 13</b>	<b>Marketing Yourself</b>		



## PSHE Year 12

<b>Date</b>	<b>Topic</b>
Tues 1st Sept	Timetabling, settling in, reviewing SWOT from induction
Fri 4 <sup>TH</sup> Sept	Week 1 catch up - check timetables, subjects, study periods etc.
Mon 7 <sup>th</sup> Sept	Effective note taking
Fri 11 <sup>th</sup> Sept	Reviewing work outside lessons
Mon 14 <sup>th</sup> Sept	Reviewing work outside lessons 2 - reflection
Fri 18 <sup>th</sup> Sept	TBC - Year 7 Study Link
Mon 21 <sup>st</sup> Sept	Organisation
Fri 25 <sup>th</sup> Sept	TBC - Year 7 Study Link
Mon 28 <sup>th</sup> Sept	Dealing with stress
Fri 2 <sup>nd</sup> Oct	TBC - Year 7 Study Link
Mon 5 <sup>th</sup> Oct	Half term reflection before reports
Fri 9 <sup>th</sup> Oct	TBC - Year 7 Study Link
Mon 12 <sup>th</sup> Oct	Introduction to critical reading
Fri 16 <sup>th</sup> Oct	Post - reports reflection & target setting
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Mon 2 <sup>nd</sup> Nov	Update targets
Fri 6 <sup>th</sup> Nov	Complete reports reflection, update targets
Mon 9 <sup>th</sup> Nov	Organisation – folder check
Fri 13 <sup>th</sup> Nov	Organisation – folder check / Critical reading quiz if finished
Mon 16 <sup>th</sup> Nov	Alcohol - Peter Hall
Fri 20 <sup>th</sup> Nov	Drink Aware - review & discussion then quiz
Mon 23 <sup>rd</sup> Nov	CV writing - prep session
Fri 27 <sup>th</sup> Nov	CV writing continued
Mon 30 <sup>th</sup> Nov	Dealing with stress (if not already completed in September) OR: Review targets
Fri 4 <sup>th</sup> Dec	Celebration assembly. Start targets review & revision timetabling if time is spare.
Mon 7 <sup>th</sup> Dec	Targets review & revision timetabling
Fri 11 <sup>th</sup> Dec	None - Christmas



Mon 4th Jan	None - mocks
Fri 8th Jan	Initial university ideas - exploring taster courses
Mon 11th Jan	Centrigrade
Fri 15th Jan	Centrigrade
Mon 18th Jan	Votes for Schools
Fri 22nd Jan	Votes for Schools
Mon 25th Jan	Votes for Schools
Fri 29th Jan	Votes for Schools
Mon 1st Feb	Votes for Schools
Fri 5th Feb	Votes for Schools
Mon 8th Feb	Centrigrade
Fri 12th Feb	None - Celebration Assembly
Mon 22nd Feb	None - Mocks
Fri 26th Feb	£10 challenge planning
Mon 29th Feb	Mock reflection & target setting
Fri 4th March	Mock reflection & target setting
Mon 7th March	Mental Health Awareness
Fri 11th March	HE Fair Prep
Mon 14th March	HE Fair Prep
Fri 18th March	HE Fair follow-up
Mon 21st March	£10 challenge follow up



PSHE Year 13

<b>Date</b>	<b>Topic</b>
Tues 1 <sup>st</sup> Sept	Target setting
Fri 4 <sup>th</sup> Sept	Week 1 catch up - check timetables, subjects, study periods etc.
Mon 7 <sup>th</sup> Sept	Effective note taking
Fri 11 <sup>th</sup> Sept	UCAS - Check all student details on UCAS apply
Mon 14 <sup>th</sup> Sept	Reviewing work outside lessons
Fri 18 <sup>th</sup> Sept	UCAS - working on Personal Statements & university choices
Mon 21 <sup>st</sup> Sept	Reviewing work outside lessons 2 - reflection
Fri 25 <sup>th</sup> Sept	UCAS - working on Personal Statements & university choices
Mon 28 <sup>th</sup> Sept	Organisation
Fri 2 <sup>nd</sup> Oct	UCAS - working on Personal Statements & university choices
Mon 5 <sup>th</sup> Oct	Half term reflection before reports
Fri 9 <sup>th</sup> Oct	UCAS - final in-form opportunity for PS writing
Mon 12 <sup>th</sup> Oct	Target review & resetting
Fri 16 <sup>th</sup> Oct	Post - reports reflection
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Mon 2 <sup>nd</sup> Nov	UCAS - wrapping up / CV Review for those who have already completed
Fri 6 <sup>th</sup> Nov	Post - reports reflection
Mon 9 <sup>th</sup> Nov	Catch up & folder check (UCAS if necessary)
Fri 13 <sup>th</sup> Nov	Dealing with stress
Mon 16 <sup>th</sup> Nov	Alcohol - Peter Hall
Fri 20 <sup>th</sup> Nov	Drink Aware - review & discussion then quiz
Mon 23 <sup>rd</sup> Nov	Interview techniques
Fri 27 <sup>th</sup> Nov	Interview techniques & mock interviews
Mon 30 <sup>th</sup> Nov	Interview techniques & mock interviews
Fri 4 <sup>th</sup> Dec	None - Celebration Assembly
Mon 7 <sup>th</sup> Dec	Pantomime dress rehearsal
Fri 11 <sup>th</sup> Dec	None - Christmas Service
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Mon 4 <sup>th</sup> Jan	None - Mocks
Fri 8 <sup>th</sup> Jan	None - mocks
Mon 11 <sup>th</sup> Jan	'Be inspired for life' - good nutrition & follow up on drink aware



Fri 15 <sup>th</sup> Jan	'5 a day' tips for good diet
Mon 18 <sup>th</sup> Jan	University menu planning & food budgeting
Fri 22 <sup>nd</sup> Jan	Sexual health
Mon 25 <sup>th</sup> Jan	Anxiety UK
Fri 29 <sup>th</sup> Jan	Anxiety UK
Mon 1 <sup>st</sup> Feb	UCAS Finance & budgeting
Fri 5 <sup>th</sup> Feb	UCAS Finance & budgeting
Mon 8 <sup>th</sup> Feb	Self-presentation
Fri 12 <sup>th</sup> Feb	Introduction to critical reading
Mon 22 <sup>nd</sup> Feb	£10 challenge planning
Fri 26 <sup>th</sup> Feb	Anxiety awareness
Mon 29 <sup>th</sup> Feb	Anxiety - Pannell's Panel
Fri 4 <sup>th</sup> Mar	Self-presentation & presentation skills
Mon 7 <sup>th</sup> Mar	Presentations - to whole year group
Fri 11 <sup>th</sup> Mar	Issues arising from presentations
Mon 14 <sup>th</sup> Mar	Uni menu planning & food budgeting, 5-a-day tips
Fri 18 <sup>th</sup> Mar	£10 Challenge results
Mon 21 <sup>st</sup> Mar	None - celebration assembly