



CHANNING SCHOOL

PSHE & RSE POLICY

**This policy applies to the whole School
including the EYFS**

Updated	Review Date	Version
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Signed by: Board of Governors (Education)

PSHE & RSE POLICY

This policy should be read in conjunction with the School's Curriculum Policy, Safeguarding and Child Protection Policy and Procedures and Mental Health Policy

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PSHE is an essential and integral part of the whole School curriculum at Channing. The syllabus is designed to promote the overall personal and social development of pupils and seeks to underpin the school's aims and principles. We recognise that there is a link between the personal, social and moral development of each pupil and their achievement, both at School and as a member of a diverse, multicultural society.

The aim of Personal, Social, Health and Economic Well Being Education (PSHE) is to help pupils to embrace change, feel positive about who they are, and to enjoy healthy and safe lives. Additionally, it seeks to enable pupils to develop their self- knowledge and self-confidence.

The role of the PSHE teacher is to help each pupil in their personal, social and vocational development, creating relationships of mutual trust and respect. Additionally, they should assist pupils to acquire an appreciation of and respect for their own and other cultures, faiths and beliefs in a way that promotes tolerance and harmony, and equip them to avoid and challenge prejudices.

The PSHE Curriculum is in line with the PSHE association guidelines which emphasises the importance of both personal and economic wellbeing. The curriculum also incorporates Citizenship, Relationships and Sex Education; Drug Awareness Education; Mental Health and Wellbeing education; and Life Online (internet/digital awareness and safety, social media etc). Careers Education also takes place in PSHE lessons.

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

The curriculum aims to develop essential skills and processes, such as critical reflection, decision making, managing risks, developing relationships and working with others. The aim of Citizenship Education is to help pupils learn how to become active, informed and responsible citizens and to value living in a democratic society, with British values, laws and individual liberties.

The curriculum also aims to develop skills and aptitudes such as interpreting the media, expressing opinions, resolving conflicts and participating in the wider community. It provides pupils with a broad general knowledge of public institutions, such as the Houses of Parliament and House of Lords in England. Pupils are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life. They are also encouraged to distinguish right from wrong and to respect civil and criminal law. The Fundamental British Values (FBV) permeate the PSHE curriculum and the School experience as a whole: democracy, the rule of law, individual liberty, and mutual respect and tolerance.

We have a whole-school approach to promoting health and have an annual Wellbeing Week in both the Junior and Senior School. Furthermore, PSHE lessons are central to developing Spiritual, Moral, Social and Cultural Education Education (SMSC).

Curriculum

The Junior School follows a PSHE scheme of work called Jigsaw. The Jigsaw Programme provides a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our pupils. Every Jigsaw lesson offers opportunities for SMC to be developed, this is clearly mapped and balanced across each year group (appendix I). The scheme consists of six units which are used across the school: Being in My World, Celebrating Difference (including anti-bullying), Dream and Goals, Healthy Me, Relationships and Changing Me (including Sex Education).

Lessons involve in-depth discussion and role play. The girls are then asked to reflect on their learning and share their thoughts through comments or films on Seesaw, Google Classroom or Firefly. In school, each form room has a PSHE display board where together the girls work towards the end of the topic outcome, e.g. compliment kites or trophies of celebrations.

Appendix A - Junior School PSHE Curriculum

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthier eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix B - Senior School PSHE Curriculum - A Typical Year

Key	Lesson predominantly relating to...
	Citizenship or Economic Well-being
	Health or Safety Education
	Life Online
	Relationships and Sex Education
	The Social and Emotional Aspects of Learning
	Careers & Study Skills
	Drug Awareness Education

Week	Y7	Y8	Y9	Y10	Y11
I	Introductions - icebreakers (speed friending)	Wellbeing pt I (friendship)	Life online (digital footprints)	Life online (exploitation)	Life online (sexting)

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2	Carousel: settling in or hygiene	Wellbeing pt 2 (bullying)	Life online (data protection)	Extremism	Sexual harrassament pt 1
3	Carousel: settling in or hygiene or nutrition	Wellbeing pt 3 (cyberbullying)	Study skills - target setting	External speaker - Sabina	Sexual harrassament pt 2
4	A Boardman event	Wellbeing pt 4 (dealing with bullying)	Self harm seminar	Miscarriage	Violence against women
5	Carousel: hygiene or nutrition or life online (screen time)	Wellbeing pt 5 (assertiveness)	Up Front theatre or wheel of misfortune	Alcohol awareness	Careers
6	Carousel: hygiene or nutrition or life online (screen time) or saying goodbye	RSE - commitments and families	Up Front theatre or wheel of misfortune	MDMA	Dr Colton - coping with anxiety
7	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>
8	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>
9	Carousel: saying goodbye or hygiene	Carousel - conception or eating disorder	Dating	Carousel - ketamine or Abisola or STI research	Careers
10	Body confidence Pt 1	Carousel - conception or eating disorder	The RAP project	Carousel - ketamine or Abisola or STI pres	Cocaine and legal highs
11	Body confidence Pt 2	Carousel - childbirth or UP Front theatre	Relationships and pressure	Carousel - ketamine or Abisola or STI research	The RAP project
12	Life online (internet dangers)	Carousel - childbirth or UP Front theatre	External speaker - Sabina	Carousel - ketamine or reproductive health or STI pres	Revision

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13	Understanding racism Pt 1	RSE - discussion topics	Careers	Carousel - Abisola or reproductive health	Mocks
14	Understanding racism Pt 2	Life online - trust me	Careers	Careers	Mocks
	<i>Christmas</i>	<i>Christmas</i>	<i>Christmas</i>	<i>Christmas</i>	<i>Christmas</i>
1	Testing	Testing	Testing	Testing	Testing
2	Balanced thinking	Study skills - targets	Morrisby	Contraception pt 1	Careers
3	Government and Politics	Body Confidence pt 3 - Confront comparisons	Careers	Options marketplace with Yr 9	Reproductive health and the menopause
4	House of Commons Debate	Body Confidence - pt 4 Banish body talk	Protected characteristics	Contraception pt 2	Crisis pregnancies
5	Tampons - Yr 7 Officers	Sexuality seminar with Officers	The importance of vaccines	Contraception pt 3	Prescription drugs
6	Tampons, pads and periods	Self belief, hope and emotional connections	Careers	RAP project pornography	Protected characteristics
7	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>
8	People with disabilities	Conflict resolution	Carousel - Abisola or forced marriage	Careers	Personal finance education pt 1
9	PEP pt 1	Careers	Carousel - Abisola or forced marriage or gambling	Critical thinking	Personal finance education pt 2
10	PEP pt 2	Life Online - consequences	Carousel - Abisola or gambling or debt	Teenage relationship abuse pt 1	External speaker - Sabina
11	PEP pt 3	Maths4girls event	Carousel - Abisola or debt	Teenage relationship abuse pt 2	TAGs
12	HSW - PEP pt 4	HSW - External	HSW - feelings	HSW - donating	HSW - women's

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		speaker body image	and identity	blood	health
	<i>Easter</i>	<i>Easter</i>	<i>Easter</i>	<i>Easter</i>	<i>Easter</i>
1	Carousel - Abisola or memory techniques	Wellbeing - How to maintain good mental health	Understanding racism with Officers	Mindfulness	PSHE self evaluation
2	Carousel - Abisola or memory techniques or Fair Trade	Wellbeing - listening skills	Careers	PSHE self evaluation	Revision time
3	Carousel - Abisola or memory techniques or Fair Trade or social media	Racial stereotyping and Islamophobia	FGM	Exam prep - on the day	Revision time
4	PEP pt 5	Officer's assembly	Street safety	Exam prep - the value of silent revision	Study leave
5	Carousel - Abisola or social media or revision tips	Self Harm seminar	Officer's assembly	Summer Exams	Study leave
6	Carousel - Abisola or revision tips	Study skills - Planning ahead and learning styles	Study Skills - dealing with exam stress	Summer Exams	Study leave
7	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>	<i>Half term</i>
8	Careers - External speaker	Gender seminar with PG and Abisola	PSHE self evaluation	Careers	Study leave
9	PSHE self evaluation	PSHE self evaluation	Condoms	Careers	Study leave
10	Enrichment week	Enrichment week	Enrichment week	Enrichment week	Study leave
11	Global	Careers	Life in Year 10	Y9 seminar life in	Study leave

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	Citizenship			Year 10	
12	Smoking seminar	Government and politics	Parenting	First aid	Study leave

Year 7 Autumn Term

Wellbeing Education

Wellbeing lessons help pupils to build confidence, improve social skills, promote balanced thinking and developing resilience. Lessons are designed to help pupils cope with their transition from junior to senior school and settle in.

Health Education

Pupils will learn about healthy eating, how to maintain good hygiene (including dental hygiene). They will also investigate how the media can manipulate and idealise body images, and how this can relate to low self-esteem.

Life Online

Pupils will consider how to sensibly manage social media, moderate screen time and assess Risks.

Citizenship

Pupils will have lessons devised to help them understand what is meant by racism, and consider some of the terminology used in the news media such as institutional racism and unconscious Bias.

Spring Term

Wellbeing Education

Pupils will consider what is meant by balanced thinking, and will also attend a series of lessons designed by The Mental Health Foundation for pupils in Year 7 as part of our Peer Education Project.

Relationships and Sex Education

Pupils will be taught about periods, the physical and emotional changes that take place during puberty and they will also investigate a range of feminine hygiene products. Pupils will also consider the characteristics of respectful relationships, investigate what marriage is and discuss the importance of valuing different types of families.

Citizenship

Pupils will investigate the role of MPs and the House of Commons and experience political Debate.

Summer Term

Economic Wellbeing

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Pupils will research how Fair Trade helps to support farm workers in developing countries.

Wellbeing Education

Pupils will consider identity and feelings in a lesson devised and delivered by the school Counsellor.

Careers

Pupils will hear about different careers from invited speakers.

Study Skills

Pupils will look at revision techniques such as creative storytelling, note taking, target setting, mind mapping and revision timetables.

Citizenship

Pupils will discuss the ways in which disabled people can be discriminated against in society, and in line with the protected characteristics set out in the Equality 2010 Act.

Drug Awareness Education

Pupils will learn about the dangers and long term health implications associated with smoking Tobacco.

Evaluation

Pupils will fill out self-evaluation questionnaires to help them to reflect on their learning this year in PSHE.

Year 8 Autumn Term

Wellbeing Education

Pupils will discuss friendship, including what can happen when friendships break down. They will assess their own friendship skills, identify bullying behaviour and explore listening skills, assertiveness and cyber-bullying. In addition, they will attend a seminar about eating Disorders.

Sex and Relationships Education

Pupils will learn about anatomy, sexual intercourse, pregnancy and childbirth. They will also be encouraged to consider the importance of responsible attitudes around dating and messaging. Lessons about different types of commitments and families have also been included and, in addition, pupils will investigate some of the legal issues relating to sex including consent and sexting.

Economic Wellbeing

Pupils will explore issues relating to personal finance such as credit cards, loans and other forms of debt.

Spring Term

Wellbeing Education

Pupils will consider the potentially damaging nature of body comparisons and excessive 'body talk' in school. They will also discuss ways to reinforce their own self belief and explore effective strategies for conflict resolution. In addition, they will also have a lesson focused on the importance of hope, self-belief, and emotional connections.

Life Online

Pupils will consider safety online, as well as issues such as gambling, advertising and online Addiction.

Relationships and Sex Education

Pupils will attend a seminar which has been developed to encourage a better understanding of what is meant by 'sexuality'.

Careers

Pupils hear about pathways and potential careers from invited speakers.

Summer Term

Wellbeing Education

Pupils will explore ways of maintaining good mental health and also work on developing their listening skills. They will also attend a seminar about self-harming.

Citizenship – Government and Politics

Pupils will learn about voting, general elections and the role of The Houses of Parliament. They will also consider racial stereotyping and Islamophobia.

Relationships and Sex Education

Pupils will attend a seminar devised and delivered by the Head of PSHE and the school counsellor to help them understand what is meant by the term 'Gender'.

Study Skills

Pupils will spend a lesson looking at the importance of planning ahead and setting revision timetables and considering different learning styles and ways of remembering.

Evaluation

Pupils will fill out self-evaluation questionnaires to help them to reflect on their learning and to see what progress they have made this year in PSHE.

Year 9 Autumn Term

Wellbeing Education

Pupils will also attend lessons and seminars designed to help them gain a better understanding of issues relating to body image and the media, self-esteem and self-harming.

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Relationships and Sex Education

Pupils will consider the potential benefits of delaying sexual activity and why values such as respect, commitment and loyalty are important when choosing a partner. In addition, lessons have been designed to help pupils to recognise abusive relationships, and dangerous online Influences.

Life Online

Pupils will examine their digital footprints and consider issues relating to privacy and data Management.

Drug Awareness Education

Pupils will attend a seminar about the nature of addiction and participate in an interactive workshop about peer pressure and drugs performed by The Up-Front Theatre Company.

Careers

Pupils will attend a series of lessons to help them choose their GCSE options and link their preferences and interests to potential careers with Morrisby.

Spring Term

Relationships and Sex Education

Pupils will attend a seminar devised and delivered by the Head of PSHE and the school counsellor to help them understand what is meant by the term 'Gender'.

Wellbeing Education

Pupils will explore the impact of vaccines on world health.

Citizenship

Pupils will attend a per education lesson about racism and investigate forced marriage as part of our commitment to the National Prevent Initiative.

Economic Wellbeing

Pupils will find out about types of borrowing considering the consequences of debt.

Summer Term

Relationships and Sex Education

Pupils will explore the ways that parents support their children at different stages of their development. They will also attend lessons about condoms and examine how they can help to prevent unwanted pregnancies and the spread of sexually transmitted infections. In addition, pupils will investigate the role of 'protected characteristics' in helping to protect people from discrimination. In line with government guidelines, pupils will also attend a lesson about FGM (female genital mutilation).

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Economic Wellbeing

Pupils will examine bias in the gambling industry and the addictions associated with online Gambling.

Study Skills

Pupils will learn about dealing with stress, the importance of maintaining good mental health and preparing for the day of an examination.

Personal Safety

Pupils will attend a street safety seminar to encourage them to prepare for safety when out and about in London.

Evaluation

Pupils will fill out self-evaluation questionnaires to help them to reflect on their learning and to see what progress they have made this year in PSHE.

Year 10 Autumn Term

Relationships and Sex Education

Pupils will learn how to recognise sexual exploitation in a lesson devised by CEOP (Child Exploitation and Online Protection) and they will also attend a lesson to raise awareness of what is meant by a miscarriage.

Wellbeing

Each form will spend a lesson with our school counsellor which has been devised to help students to recognise and manage anxiety.

Citizenship

Pupils will investigate the meaning of 'extremism', and identify the damaging effects it can have on community cohesion. This forms part of our commitment to the National Prevent Initiative.

Drug Awareness Education

Pupils will attend seminars and learn about the dangers and health risks associated with taking cocaine, ecstasy, ketamine and 'legal' highs.

Spring Term

Relationships and Sex Education

Pupils will learn about different types of contraception. They will also attend a seminar by The Rap Project which will examine the potentially negative impact of pornography on the expectations and experiences of young people. In addition, they will also explore possible signs of abuse within teenage relationships, discuss domestic violence and investigate support groups.

Drug Awareness Education

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Pupils will investigate 'units' and examine the dangers associated with binge drinking and the impact of long term alcohol abuse.

Critical Thinking

Pupils will develop skills to recognise and evaluate arguments, defend rights and understand conflicts.

Summer Term

Careers

Pupils will attend seminars led by invited speakers who will talk about different pathways and their careers.

Wellbeing Education

Pupils will investigate how mindfulness could help them stay calm and reduce day-to-day stress. They will also revisit the basic principles of First Aid and explore what is meant by 'reproductive health'. In addition, they will investigate the importance of donating blood.

Study Skills

Pupils will learn about effective summarising, identifying key words on exam papers and preparing for the day of the examination.

Evaluation

Pupils will fill out self-evaluation questionnaires to help them to reflect on their learning and to see what progress they have made this year in PSHE this year.

Year 11 Autumn Term

Wellbeing Education

Pupils will attend a seminar about coping with uncertainty and will be given techniques to help tackle this.

Sex and Relationships Education

Pupils will investigate consent, and discuss what constitutes sexual harassment in the workplace.

Life Online

Pupils will examine the role of technology in teenage relationship abuse. They will also consider how posting images could lead to regret, including sexting.

Personal Safety

Pupils will attend a virtual seminar given by The Rap Project to raise awareness of sexual exploitation and rape, and explore potential strategies to reduce risk.

Citizenship

Pupils will attend lessons designed to raise awareness of how different societies can limit the

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potential of women, including with violence and (so called) 'honour' related abuse, as part of our commitment to the National Prevent Initiative.

Drug Awareness Education

Pupils will investigate the potential harm associated with taking cocaine and 'legal' highs. They will also attend a moving and informative drug awareness seminar given by a recovering addict.

Careers

Pupils will return to update their Morrisby profiles to help identify their strengths and consider potential career pathways.

Spring Term

Careers

Pupils will attend an options marketplace and have a series of lessons devised by the Head of Careers to explore career pathways and help guide them with their A Level choices.

Wellbeing Education

Each form will have a session with our school counsellor who has devised a lesson to help pupils understand and help those who experience poor mental health. In addition, pupils will attend lessons designed to raise awareness of breast cancer and cervical cancer. They will also have lessons to help them understand the decisions made by women who have experienced crisis pregnancies. Lessons investigating the menopause will also be included this term.

Economic Wellbeing

Pupils will complete a mini module designed to encourage them to understand their bank accounts, plan ahead and become more financially aware.

Drug Awareness Education

Pupils will learn about the potentially harmful outcomes for people addicted to prescription drugs.

Summer Term

Study Skills

Pupils will use lessons to revise in preparation for their GCSEs.

Evaluation

Pupils will fill out self-evaluation questionnaires to help them to reflect on their learning and to see what progress they have made in PSHE this year.

Appendix C - Y12 & Y13 PSHE Curriculum

Year 12

Autumn Term

Introduction to Sixth Form Life

Pupils engage in a series of challenges as a form alongside their tutor in order to begin the process

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of forming a team bond and to welcome them back after their long break following GCSEs.

Careers

Pupils are introduced to the Careers Programme at sixth form level in a series of events designed by the careers department and UCAS coordinator including the Careers carousel. This typically includes talks and workshops. They also take part in the UCAS springboard event where representatives of more than 30 tertiary organisations give talks and then a university fair is held. This also involves students from other schools. They are also assessed by the Morrisby organisation and have 1:1 interviews designed to support their career choices.

Personal Development and Wellbeing Education

We plan 'Buddy time' into this term where Y12 students are paired with a Y13 and they are given allocated time to discuss a topic which in the Autumn Term is tips for making the most out of Sixth Form. The pupils also have subject review and Target setting 1:1s with their form tutors. Students typically also carry out their work experience feedback presentations.

Diversity

Pupils are given the opportunity to hear outsider speakers give talks related to the theme of Diversity and Inclusion with this year Alex Ntung from Diversity for Education giving a talk on refugees.

Sex and Relationships Education

Pupils explore the concept of healthy relationships and consent in a workshop led by The Brook Organisation. They will also hear a PSHE session on Gender Based Violence

Study Skills

Pupils are given a practical session in which they are taught about the way in which their minds work with practical tips about how best to use this information to study and revise.

Spring Term

Personal Development and Wellbeing Education

Pupils are given the opportunity to apply to be involved with the Peer Education Project (PEP). Successful applicants are trained during PSHE time and then run the programme over the course of the term. Pupils are introduced to the Channing project which provides them with an opportunity to research and present on a topic of their own particular interest and they begin to plan what they will focus on with the help of their Y13 buddy who provides advice and guidance. Pupils are also given the opportunity to work on their self-confidence in a workshop run by the Beatbox Collective designed to bring them out of their comfort zone and to expose them to other cultures.

Pupils will also take part in a Basic Finance course to learn about some basic financial concepts such as savings/investments.

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Careers:

Pupils are introduced to the Unifrog system and trained up on how to use it.

Diversity and Inclusion

Pupils are able to develop their wider understanding of the world around them and empathy for others from a variety of backgrounds. During Holocaust Memorial Week they will hear from a Survivor about their personal experience during the Holocaust. They will also explore the topic of extremism and hear from an organisation about how to tackle extremism in Society - last year this was run by Hope Not Hate.

Sex and Relationships Education

Pupils explore the topic of dealing with sexual harassment through a tutor led session.

Diversity and Inclusion

Pupils are able to develop their wider understanding of the world around them and empathy for others from a variety of backgrounds through a series of PSHE lessons provided by the Empathy Week Organisation and adapted to suit our needs. Recent lessons have featured issues such as refugees, racism, body dysmorphia, disability, down syndrome, LGBTQ+ amongst others. Pupils are also given the opportunity to work on their self-confidence in a workshop run by the Beatbox Collective designed to bring them out of their comfort zone and to expose them to other cultures.

Summer Term

Study Skills

Pupils begin the term by undertaking their Y12 practice examinations.

Personal Development and Wellbeing Education

Pupils engage in one last session of Buddy time providing their Y13 buddies and are given advice about the challenges of Y13 and how best to prepare for them. They also present to their form tutors their Channing project presentations and are given feedback on their research, written and verbal presentation skills.

Careers

During Enrichment Week, the students are given training in a range of areas related to personal statement writing, UCAS applications and career opportunities.

Diversity and Inclusion

Pupils attend a workshop given by the Diversity Role Models Organisation related to LGBTQ+ and promoting greater tolerance and understanding of the community.

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Personal Safety:

Pupils are given a practical session of self-defence.

Year 13 Autumn Term

Careers

Pupils attend the careers carousel event and are given the opportunity to learn more about a range of professions. They also complete their UCAS applications with the support of their form tutors.

Personal Development and Wellbeing Education

We plan 'Buddy time' into this term where Y12 students are paired with a Y13 and they are given allocated time to discuss a topic which in the Autumn Term is tips for making the most out of sixth form. The pupils also have subject review and Target setting 1:1s with their form tutors. Students typically also carry out their work experience feedback presentations.

Diversity and inclusion

Pupils are given the opportunity to hear outsider speakers give talks related to the theme of Diversity and inclusion with this year Alex Ntung from Diversity for Education giving a talk on refugees.

Spring Term

Careers

Pupils are guided through the process of updating their CV and finalising their post-Channing plans.

Personal Development and Wellbeing Education

Pupils carry out a lesson on 'Money matters' related to financial education and how best to manage their finances at University and beyond.

Diversity and Inclusion

Pupils are able to develop their wider understanding of the world around them and empathy for others from a variety of backgrounds through a series of PSHE lessons provided by the Empathy Week Organisation and adapted to suit our needs. Recent lessons have featured issues such as refugees, racism, body dysmorphia, disability, down syndrome, LGBTQ+ amongst others. Pupils are also given the opportunity to work on their self-confidence in a workshop run by the Beatbox Collective designed to bring them out of their comfort zone and to expose them to other cultures.

Sex and Relationships education

Pupils are given a talk by The Rap Project on concepts including dangers at university and how to protect yourself and others including concepts of: Active bystanders and toxic masculinity.

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Study skills

The Assistant Head:Teaching and Learning gives a talk on how best to revise and how to construct a revision timetable.

Summer Term

Personal Development and Wellbeing Education

Pupils engage in one last session of Buddy time providing their Y12 buddies with advice about the challenges of Y13 and how best to prepare for them.

Study Skills

The Assistant Head:Teaching and Learning gives a talk about how best to finalise their Examination preparation giving them last minute tips and reminders before they go on study leave.

Appendix D - SMSC development (Junior and Senior Schools)

Being Me In My World AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	✓
2	✓	✓	✓	
3	✓	✓	✓	
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Celebrating Difference AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓	✓	
2	✓	✓	✓	✓
3	✓	✓	✓	✓
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Dreams & Goals AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1			✓	✓
2	✓	✓		
3	✓	✓		
4	✓	✓	✓	
5	✓	✓	✓	✓
6	✓	✓	✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Healthy Me AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1			✓	✓
2		✓	✓	✓
3	✓		✓	✓
4	✓		✓	✓
5	✓	✓	✓	✓
6		✓	✓	✓

Relationships AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1		✓	✓	✓
2	✓	✓	✓	
3		✓	✓	✓
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Changing Me AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓	✓	✓	✓
3		✓		
4	✓		✓	✓
5	✓	✓	✓	
6	✓	✓	✓	✓

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Being Me In My World AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	✓
2	✓	✓	✓	
3	✓	✓	✓	
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Celebrating Difference AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓	✓	
2	✓	✓	✓	✓
3	✓	✓	✓	✓
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Dreams & Goals AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1			✓	✓
2	✓	✓		
3	✓	✓		
4	✓	✓	✓	
5	✓	✓	✓	✓
6	✓	✓	✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Healthy Me AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1			✓	✓
2		✓	✓	✓
3	✓		✓	✓
4	✓		✓	✓
5	✓	✓	✓	✓
6		✓	✓	✓

Relationships AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1		✓	✓	✓
2	✓	✓	✓	
3		✓	✓	✓
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Changing Me AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓	✓	✓	✓
3		✓		
4	✓		✓	✓
5	✓	✓	✓	
6	✓	✓	✓	✓

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Being Me In My World AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓	✓		
3	✓	✓		
4	✓	✓		
5	✓	✓		
6	✓	✓		

Celebrating Difference AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓			
3	✓			
4	✓	✓		
5	✓	✓		
6	✓		✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Dreams & Goals AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓			
4			✓	
5			✓	
6			✓	

Healthy Me AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓		
2	✓	✓		
3	✓	✓		
4	✓	✓		
5	✓	✓		
6	✓	✓		

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Relationships AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2	✓			
3	✓			
4	✓			
5			✓	
6	✓		✓	

Changing Me AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3			✓	
4		✓	✓	
5			✓	
6			✓	✓

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Being Me In My World AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓	✓		
3	✓		✓	
4	✓		✓	
5	✓		✓	
6		✓	✓	

Celebrating Difference AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1	✓			✓
2	✓			✓
3	✓			
4	✓	✓		
5	✓	✓		
6	✓			

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Dreams & Goals AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓			
4	✓			
5	✓			
6			✓	

Healthy Me AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1		✓	✓	
2			✓	
3	✓	✓		
4	✓	✓		
5	✓	✓		
6	✓	✓		

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Relationships AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1	✓			✓
2		✓		
3	✓			
4	✓	✓		
5			✓	
6	✓			

Changing Me AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	✓
3			✓	
4		✓	✓	
5		✓		
6			✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Being Me In My World AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓			✓
3	✓		✓	
4	✓	✓	✓	
5	✓	✓		
6	✓	✓		

Celebrating Difference AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2	✓			✓
3	✓			
4	✓	✓		
5	✓	✓		
6	✓		✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Dreams & Goals AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓		✓	
4	✓		✓	
5	✓		✓	
6	✓		✓	

Healthy Me AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1		✓		
2		✓	✓	
3		✓		
4	✓		✓	
5		✓		
6			✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Relationships AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1	✓			✓
2	✓			
3	✓			
4		✓	✓	✓
5		✓	✓	✓
6	✓		✓	✓

Changing Me AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓		✓	
4	✓		✓	
5		✓		✓
6	✓			

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Being Me In My World AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓			✓
3		✓		✓
4	✓	✓		
5	✓	✓		
6	✓			

Celebrating Difference AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓	✓		
3		✓		✓
4	✓	✓		
5			✓	
6			✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Dreams & Goals AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3			✓	
4			✓	
5	✓			
6	✓		✓	

Healthy Me AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓			
3	✓	✓		
4	✓	✓		
5	✓			
6			✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Relationships AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2			✓	
3			✓	
4		✓		
5				
6			✓	

Changing Me AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	✓
3	✓			
4			✓	
5				
6			✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Being Me In My World AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1	✓			✓
2	✓			✓
3	✓			✓
4	✓	✓		
5	✓	✓		
6	✓	✓		

Celebrating Difference AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2		✓		✓
3	✓	✓		
4	✓	✓		
5				✓
6				✓

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Dreams & Goals AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2	✓	✓		
3	✓			✓
4				✓
5	✓			✓
6			✓	✓

Healthy Me AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓		
2	✓	✓		
3	✓			
4	✓			✓
5	✓			✓
6			✓	

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Relationships AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2	✓			
3	✓			✓
4	✓			✓
5	✓			✓
6	✓			✓

Changing Me AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2			✓	
3			✓	
4			✓	
5	✓	✓		
6	✓			✓

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Being Me In My World AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2			✓	✓
3		✓		✓
4	✓	✓		
5	✓	✓		
6	✓	✓		

Celebrating Difference AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓		✓	
3	✓	✓		
4	✓	✓		
5			✓	
6				✓

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Dreams & Goals AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓		✓	
4	✓	✓	✓	
5	✓	✓	✓	
6	✓		✓	

Healthy Me AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓	✓		
3	✓	✓		
4	✓	✓		
5		✓	✓	
6				

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Relationships AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2			✓	✓
3			✓	
4	✓	✓		
5	✓	✓		✓
6	✓	✓		✓

Changing Me AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2			✓	
3	✓			
4			✓	
5	✓			✓
6	✓			

Spiritual Development in PSHE and Citizenship

Through fostering an awareness of the meaning and purpose of life and of differing values in society. Through discouraging stereotyping and the pre-judging of people because of their gender, age, race, beliefs, disabilities, marital and relationship status or sexual orientation, and in line with the protected characteristics set out in the Equality 2010 Act. Through promoting the sound values associated with Unitarianism.

Moral Development in PSHE and Citizenship

Through fostering a critical appreciation of 'right and wrong', justice, fairness and responsibility. Helping pupils to recognise and respond to bullying and anti-social behaviours. Through recognising the roles of the citizen and consumer in making ethical choices, and challenging attitudes and prejudices.

Social Development in PSHE and Citizenship

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

Through fostering the ability to empathise, communicate effectively and listen to other people's views. Helping pupils to acquire the understanding and skills needed to become responsible and informed members of society. Through investigating strategies for conflict resolution and developing and understanding of the importance of self-esteem and respect for others.

Cultural Development in PSHE and Citizenship

Through helping pupils to understand the different groups in society they belong to, and promoting respect for diversity and difference. Through fostering an understanding of issues outside their immediate environment and seeing how their own behaviour can have wider consequences

Appendix E - Relationships and Sex Education

What is Relationships and Sex Education (RSE)?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of respect and self-esteem. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is also about making informed choices about risks and potential dangers. There are clear connections between RSE, Drug Awareness Education, Citizenship and Personal/Internet Safety lessons at Channing, which are made explicit in the programmes of study.

PSHE Association Guidelines have been extensively followed in the development of RSE at Channing.

Channing School follows guidance and associated publications mentioned in para 80A Education Act 2002 and the Equality Act 2010 when developing its RSE provision. **In addition we follow the DfE's Relationships and Sex Education (RSE) and Health Education Statutory guidance published in June 2019.**

Factors that have been Considered when Planning for RSE

- Inclusion

Respecting diversity is central to our School's ethos and much consideration is given to providing lessons that are inclusive. Lessons devised to help pupils understand people who are different from themselves are also central to the programmes of study across the School.

- Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. We will respond sensitively to parental requests and concerns. Parents are made aware of lesson content at the beginning of the academic year.

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- Accessibility

As with all lessons at the School, pupils with SEND are supported by providing a variety of different resources that cater to a wide range of learning styles and can also be easily adapted by Form Teachers/Tutors.

- Sexual Identity and Gender

We aim to deal sensitively and honestly with issues of sexual orientation and gender, and answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them. Specific lessons are designed to help inform pupils about sexuality and help them to support friends who might be struggling with identity issues. We aim to integrate an understanding of different sexualities and genders into all RSE lessons rather than having separate LGBTQ+ lessons.

The School specifically acknowledges the fact that a child or a young person who may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. Our RSE policy therefore reflects the vital importance of staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

- Confidentiality, Controversial and Sensitive Issues

Teachers understand that they cannot offer unconditional confidentiality and that they must report any concerns to a member of the Senior Pastoral Management Team (SPMT) in the Senior School, SMT (Senior Management Team) in the Junior School or Senior Leadership Team.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse the staff member will do the following:

- The young person will be encouraged to talk to a trusted adult;
- Staff are aware that any child protection concerns must be referred to the Designated Safeguarding Lead (DSL) in the School;
- The young person may be referred to a School Nurse for advice about contraception.

School Nurses are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the School's confidentiality protocols.

Organisation of Relationships and Sex Education (RSE) within PSHE in Junior School

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

The Junior School includes the statutory Relationships and Health Education within the whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. This programme's complimentary up-to-date policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported. PSHE and RSE are taught by the Form Teacher. Teachers who are uncomfortable or do not feel confident with teaching RSE can ask to have support from other staff members when teaching the lesson. They are supported by the PSHE Coordinator.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six puzzles (units). These are taught across the School; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.

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Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.
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As puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), we conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. There is no parental right to withdraw pupils from Relationships Education.

The School will inform parents of this right in the Information to Parents Booklet and in the Curriculum Newsletter that are shared by Form Teachers at our Welcome Evening in the Autumn Term. Those that wish to withdraw must first consult with the PSHE Coordinator and Form teacher.

Aims, Principles & Values of RSE in Senior School

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, legal and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can do the following:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Have the confidence and self-esteem to value themselves and others;
- Understand the consequences of their actions and behave responsibly within sexual relationships;
- Avoid being exploited or being pressured into unwanted or unprotected sex;
- Communicate effectively by developing appropriate terminology for relationship and sex issues;
- Develop awareness of sexuality, gender and understand human sexuality;
- Challenge sexism and prejudice, and promote equality and diversity;
- Understand the arguments for delaying sexual activity;
- Understand the reasons for having protected sex;
- Have sufficient information and skills to protect themselves from sexually transmitted infections, including HIV;
- Know about contraception and the range of local and national sexual health advice, contraception and support services;
- Be aware of how the law applies to sexual relationships and be aware of issues relating to consent;
- Understand how the internet can pose a serious threat to their safety and know what to do if they ever feel uncomfortable when online;

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

- Be aware of the connection between sex and drug taking and how this can lead to regretful and/or exploitative sexual experiences;
- Understand what constitutes rape, sexual assault and harassment;

In addition we believe that RSE should do the following:

- Encourage every pupil to contribute positively to lessons;
- Gather pupil feedback via student questionnaires and implement their ideas into future lessons;
- Respect a variety of types of family structure;
- Encourage students and teachers to share and respect each other's views;
- Try to generate an atmosphere where discussion on sexual matters can take place without causing undue embarrassment;
- Recognise that parents are the key people in teaching their children about sex and relationships, and work in partnership with parents and students by informing them about the content of programmes every year; by asking for their opinions (such as which years they think content is best taught in) and feedback via parent questionnaires; and by organising regular parent information evenings, such as recent RSE webinars;
- Work in partnership with health professionals and other advisers e.g The Rap Project, School Nurses etc.

RSE covers three main elements: Attitudes and Values, Personal and Social Skills, Knowledge and Understanding.

Organisation of RSE within PSHE and Science Lessons in Senior School

We specifically deliver RSE through our PSHE Programme and Science lessons. Tutors usually deliver the PSHE Curriculum with support from professionals and outside organisations as well as older students in the School where appropriate. As they are aware of each student's individual circumstances, Form Tutors work closely with their tutees.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Year 7 to enhance the work of the Science Department. In Year 8, the focus is on sexuality, anatomy, reproduction and childbirth. In Year 9, the focus is on healthy relationships and including recognising abusive relationships. In Year 10 students examine sexual harassment, different types of families and commitment ceremonies, **consent**, contraception, **pornography** and how to avoid STIs. Finally, in Year 11 students attend discussion lessons related to crisis pregnancies and recognising and challenging teenage sexual bullying.

The PSHE Coordinators, Deputy Head Academic of the Junior School and Deputy Head Academic of the Senior School monitor this policy regularly. It is reviewed at least annually and approved by the Deputy Head and Head of the Junior School.

When students ask questions, we aim to answer them honestly, within the ground rules established by Form Tutors, who will emphasise that confidentiality, within the class, cannot be guaranteed and therefore questions of a personal nature are best dealt with on a one-to-one basis.

Teachers who are uncomfortable with teaching RSE can be supported by a School Nurse or other staff member. Support is offered by co-tutors and from the Head/Assistant Head of PSHE.

There are clear connections between RSE, Drug Awareness Education, Citizenship (eg FGM) and Personal/internet Safety lessons at Channing, which are made explicit in the programmes of study.

Right of Withdrawal from RSE

Parents have the right to withdraw their children from some parts of the RSE programme but not those parts included as compulsory in the new RSE Statutory Guidelines. Pupils will be excused from the RSE lessons for as long as parents do not withdraw their request or to the extent to which the Headmistress, Head of the Junior School and/or Deputy Heads of Junior and Senior School consider that the pupil should no longer be excused. If a parent wishes to cancel their withdrawal request, they must contact the Deputy Head of Senior or Junior School.

We would make alternative arrangements in such cases and the pupil would be supervised by a Form tutor. Parents are informed of the topics of all PSHE lessons at the beginning of every year and are encouraged to respond to questionnaires and get in touch if they have questions. Parents are welcome, by appointment, to meet with the Deputy Head to discuss any RSE resources the school uses.

RSE Audit for KS 3 & 4

Families	7	8	9	10	11
different types of committed, stable relationships			x	x	
relationships might contribute to human happiness and their importance for bringing up children		x	x		
what marriage is, including their legal status		x	x		
why marriage is an important relationship choice for many couples and why it must be freely entered into		x	x		

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the characteristics and legal status of other types of long-term relationships		x			
the roles and responsibilities of parents with respect to raising of children			x		
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, how to seek help or advice		x		x	

Respectful relationships	7	8	9	10	11
the characteristics of positive and healthy friendships including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent	x	x			
the management of conflict, reconciliation and ending relationships		x			
practical steps they can take in a range of different contexts to improve or support respectful relationships		x	x	x	x
how stereotypes can cause damage	x	x			
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others	x	x	x		
bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	x	x			
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control			x	x	x

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what constitutes sexual harassment and sexual violence and why these are always unacceptable				x	x
the legal rights and responsibilities regarding equality (with ref to Equality Act 2010) and that everyone is unique and equal			x		x

Online and media	7	8	9	10	11
their rights, responsibilities and opportunities online	x	x	x		
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	x	x	x		
not to provide material to others that they would not want shared further and not to share personal material which is sent to them	x	x			x
what to do and where to get support to report material or manage issues online	x	x	x		x
the impact of viewing harmful content				x	
that specifically sexually explicit material 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				x	
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties		x		x	
how information and data is generated, collected, shared and used online			x		

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Being safe	7	8	9	10	11
the concepts of and laws relating to sexual consent		x	x	x	x
the concepts of and laws relating to sexual exploitation				x	
the concepts of and laws relating to abuse and rape				x	x
the concepts of and laws relating to grooming	x	x			
the concepts of and laws relating to coercion			x	x	
the concepts of and laws relating to harassment				x	x
the concepts of and laws relating to domestic abuse				x	x
the concepts of and laws relating to forced marriage		x	x		
the concepts of and laws relating to so called 'honour-based' violence					x
the concepts of and laws relating to FGM			x		
how people can actively communicate and recognise consent from others			x		x
how and when consent can be withdrawn (in all contexts, including online).			x		x

Intimate relationships including sexual health	7	8	9	10	11
how to recognise the characteristics of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook		x	x	x	x
that all aspects of health can be affected by choices they make in sex and relationships,				x	

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positively or negatively					
the facts about reproductive health and the potential impact of lifestyle on fertility				x	
the menopause					
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others		x	x	x	
that they have a choice to delay sex or to enjoy intimacy without sex		x	x		x
the facts about the full range of contraceptive choices, efficacy and options available			x	x	
the facts around pregnancy		x		x	
miscarriage					x
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)					x
how the different STIs, including HIV/AIDs, are transmitted, how risk can be reduced through safer sex and the importance of and facts about testing.			x	x	
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment				x	
how the use of alcohol and drugs can lead to risky sexual behaviour			x	x	
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment				x	

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Mental wellbeing	7	8	9	10	11
how to talk about their emotions accurately and sensitively, using appropriate vocabulary	x	x			
that happiness is linked to being connected to others	x	x			
how to recognise the early signs of mental wellbeing concerns	x	x	x	x	
common types of mental ill health (e.g. anxiety and depression).	x			x	
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	x	x	x	x	
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	x		DofE	DofE	

Internet safety and harms	7	8	9	10	11
the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)	x	x	x		
how people may curate a specific image of their life online		x	x		
over-reliance on online relationships including social media	x	x	x		
the risks related to online gambling including the accumulation of debt		x	x		
how advertising and information is targeted at them		x	x		
how to be a discerning consumer of		x	x		

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information online					
how to identify harmful behaviours online (including bullying, abuse or harassment)	x	x	x	x	x
how to report, or find support, if they have been affected by those behaviours.	x	x	x	x	

Physical Health and fitness	7	8	9	10	11
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	x	x			
the characteristics and evidence of what constitutes a healthy lifestyle	x	x			
maintaining a healthy weight, including the links between an inactive lifestyle and ill health	x				
about the science relating to blood, organ and stem cell donation				x	

Healthy eating	7	8	9	10	11
how to maintain healthy eating	x				
the links between a poor diet and health risks, including tooth decay and cancer	x				x

Drugs, alcohol and tobacco	7	8	9	10	11
the facts about legal and illegal drugs and their associated risks	x	x	x	x	x
the law relating to the supply and possession of illegal substances			x	x	x
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood		x		x	

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the physical and psychological consequences of addiction, including alcohol dependency	x	x	x	x	x
awareness of the dangers of drugs which are prescribed but still present serious health risks.					x
the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	x				

Health and prevention	7	8	9	10	11
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	x				
about dental health and the benefits of good oral hygiene and dental flossing	x				
the benefits of regular self-examination and screening					x
the facts and science relating to immunisation and vaccination.			x		
the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	x	x			

First aid	7	8	9	10	11
basic treatment for common injuries				x	
life-saving skills, including how to administer CPR				x	
the purpose of defibrillators and when one might be needed				x	

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Changing adolescent body	7	8	9	10	11
key facts about puberty	x				
key facts about the changing adolescent body	x	x			
key facts about menstrual wellbeing	x				
the main changes which take place in males and females, and the implications for emotional and physical health	x				

Organisation of RSE in Y12 & Y13

In Y12 and Y13, we specifically deliver RSE through our PSHE Programme over a two year rolling programme. Tutors usually deliver the PSHE Curriculum with support from outside professionals, where appropriate. Tutors utilise their knowledge and understanding of their individual tutees to decide how to make best use of the centrally provided resources and to follow up on talks and resources provided by external providers.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships. Our RSE content focuses on a two-year carousel covering: What constitutes a healthy relationship?, Gender identity and LGBTQ+, Being active bystanders, toxic masculinity, and Consent. We work with the Brook Organisation, Diversity Role Models and The RAP project amongst others to ensure our resources are accurate and up to date. Our programme is adaptable and responds to the needs of the cohort. We will incorporate new material if students request specific topics, for example discussing the issues raised by the 'Everyone's invited' movement.

Tutors are supported by the sixth form leadership in their delivery of the materials and time for discussion of the issues raised in PSHE is factored into the form time programme. Students have the right to opt out of sessions they feel may be too triggering or upsetting and we support them by following up with the pupil where appropriate to do so.

Evaluation of RSE

In the Senior School and Junior School (KS2), pupils are asked to complete questionnaires to help the department evaluate the success of RSE lessons and make necessary changes. Parents are also asked to complete questionnaires to help the PSHE Coordinators to evaluate the successful placement of RSE lessons.

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Parents were consulted in the development of the RSE provision and will be consulted when the RSE curriculum is reviewed. With these processes in place, it is expected that parents will be consulted also if there are material changes to the RSE provision at Channing School.

In the Senior School, pupils are given a written report every year and standardised effort grades for PSHE as a whole, which are in line with the school's assessment guidelines. Pupils in the Junior School also receive a written report which includes comments about PSHE in the Form Teacher's section.

Appendix F - Drug Awareness Education

This policy was developed in response to DfE and ACPO Drug advice for schools September 2012 and the statutory guidance for RSE and Health Education issued in February 2019. It applies to all staff, students, parents/carers, governors and partner agencies working with Channing School.

Definitions and terminology

A drug is; "A substance people take to change the way they feel, think or behave." This includes tobacco, alcohol, volatile substances, illegal drugs, prescribed medicines and other unauthorised substances.

The purpose of this policy is to acknowledge and clarify the School's role in Drug Education and prevention as is appropriate to the needs of our pupils. The policy provides information and guidance about drug education for students, teachers, parents and outside agencies or individuals.

Aims

The policy aims to ensure that the approach taken on the issue of drugs is part of our commitment to, and concern for, the health and well-being of the whole school community.

The aim of the Drug Awareness Education Programme is to inform pupils about drugs and their effects and to promote positive attitudes towards healthy lifestyles. It aims to increase pupils' understanding of the legal, health and social implications relating to the misuse of drugs, and to inform pupils about courses of action open to them if they (or people they know) become involved in drug taking. It also informs pupils about support and resources available, both in and outside school.

Set in the broader context, Channing's Drug Awareness Education reflects the whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and believe it is important to take action to safeguard their wellbeing. We believe in sharing the responsibility for drug education with parents and carers.

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Principles and Values

The purpose of drug education should be to give students knowledge, skills and attitudes to appreciate the benefits of a healthy life-style and to relate these to their own actions, both now and in the future.

In addition Channing believes that Drug Awareness Education should:

- Enable young people to make healthy, informed choices through helping them to increase their knowledge, challenge attitudes and develop assertiveness skills;
- Increase understanding about the possible consequences of drug use and misuse;
- Help pupils to distinguish between different substances, consider their use, misuse, benefit and harm;
- Listen to young people's concerns and to ensure that drug education responds to their needs;
- Counter any inaccurate messages and myths which young people may receive about drugs with accurate information;
- Widen understanding about related health and legal issues;
- Enable students to identify where help and support can be found.

We intend to achieve the above through:

- An appropriate teaching programme in PSHE with clearly defined aims for lessons;
- Reinforcement of key messages at different ages;
- Age appropriate and teaching materials and approaches;
- Working in an integrated way with other professionals, agencies and recovering addicts;
- Regular revision of policy and practice;
- Committing ourselves to a smoke-free environment.

Drug Education opportunities include:

- PSHE lessons;
- National Curriculum subjects, including Science, Religious Education and Drama;
- Assemblies;
- Wellbeing Weeks;
- Specialists and/or professional speakers.

Organisation and Content of Drug Education

Much of the Drug Awareness Education at Channing takes place within PSHE lessons and we work closely with The Daniel Spargo-Mabbs Foundation who provide talks and follow up lessons for pupils in Years 7, 8 and 10. Tutors also deliver some of the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees and we believe that

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they are usually the best people to work with the students as they are aware of their individual circumstances.

Drug Awareness lessons are set within the wider context of the PSHE curriculum and are closely connected to RSE, Citizenship and Personal Safety. To complement class activities, the PSHE Coordinators facilitate Drug Education seminars for pupils in Years 7 to 11 every year. The aims of these seminars are to:

- warn girls about immediate and long term dangers of drug taking;
- emphasise the negative aspects of drug taking including side effects/impurity/changes in perception of safety;
- raise issues relating to personal safety and to give basic first aid advice;
- raise awareness of gender inequalities in relation to alcohol and other drugs;
- make connections with RSE e.g. alcohol and unprotected sex;
- raise awareness of the law in relation to drugs;
- promote agencies and organisations offering help and advice e.g. Frank.

In Year 7, PSHE lessons inform pupils about the dangers and health implications of taking risks and smoking tobacco. Alcohol and Vapeing are the main focus of Drug Awareness Education in Year 8 with lessons about the risks associated with binge drinking, alcohol poisoning and vaping. The topic is visited again in Year 10 focusing on alcoholism and units.

Cannabis is the focus of Drug Awareness Education in Year 9, as this is the illegal drug that pupils of this age are most likely to come into contact with. The dangers of taking illegal 'party' drugs (such as ecstasy, cocaine, 'legal' highs and ketamine) are also exposed in Year 9, and this continues in Year 10, with a series of true-life stories and hard-hitting seminars [from a recovering addict](#). Harder drugs (heroin and crystal meth) are discussed in Year 10.

Teachers who are uncomfortable with teaching any aspect of Drug Awareness Education can ask to have their lesson taken by another staff member. Support is offered by co-tutors and from the PSHE co-ordinator.

There are pertinent connections between RSE, Drug Awareness Education, peer pressure and personal safety which are made explicit in the programmes of study, and in particular during annual interactive theatre workshops provided by the UPFront Theatre Company for pupils in Year 9.

Assessment is carried out at the end of every year and often involves detailed pupil self-evaluation of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

We intend our policy to be sensitive to the needs of different ethnic groups. Parents are made aware of lesson content at the beginning of every year.

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Confidentiality

Any Drug Awareness Education lesson may consider questions or issues that some students will find sensitive. Before embarking on lessons relating to illegal drugs, ground rules are established which attempt to prevent inappropriate personal information being disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly but when it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers understand that they cannot offer unconditional confidentiality. In a case where a member of staff learns from a student that they are taking illegal drugs, the Deputy Head should be informed. The implications of any action taken will be carefully considered.

Monitoring and Evaluation

Pupils are given a written report every year and standardised effort grades which are in line with the School's assessment guidelines. Evaluation is carried out at the end of every year and involves detailed pupil self-assessment of knowledge and understanding, interpersonal skills, and attitudes.

Appendix G - Careers Education

We aim to prepare students for the challenges they may meet in life and work as adults and to promote positive and challenging career aspirations. We aim to foster, develop and maintain links with the world of work (including in the local community) and to enable girls to experience the world outside School and to understand the relevance in the workplace of knowledge and skills learned in school.

Careers Education and Guidance is an essential and integral part of the whole school curriculum at Channing. As detailed in Course Choices and Careers below, it is presented in an impartial manner provided in PSHE and enrichment sessions, in standalone events, and also forms part of the academic curriculum. Working in collaboration with pupils, parents, teachers, alumnae and employers, and having regard to the Gatsby Benchmarks, the school is committed to:

- providing students with high quality careers, future study and labour market information, guidance and advice in an appropriate form and tailored to their individual needs which enables them to fulfil their potential;
- enabling students and their parents to make informed and realistic decisions about the increasing number of opportunities available;
- helping prepare students for choices, changes and transitions affecting their future education, including through advice when significant choices are being made;
- enabling students to be equipped with the skills needed to look for and obtain places in further

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and higher education, training and employment and to manage independent living;

- helping students become aware of their own strengths, weaknesses and personal qualities, and to have a balanced view of their self-worth and potential;
- encouraging students to take responsibility for their own decisions and career planning, and to continue doing so in adult life;
- helping students prepare for adulthood and working life, contributing to the development of the whole person and preparing them for responsible citizenship;
- providing information on the productive use of a gap year;
- providing the opportunity to apply for leadership roles (such as Student Careers Leader) which develop workplace skills;
- providing each student with multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace;
- ensuring that each student has first-hand experiences of the workplace, including through networking with employers/visits to workplaces and by offering girls the opportunity to apply for work shadowing with hosts from the Channing community;
- ensuring that our Careers Education and Guidance is available to students online where it is not possible in person.

To achieve these aims, the Careers Department organises lessons, activities and events in line with the Careers Programme and as detailed in the Appendices on links with the world of work and careers guidance on course choices below.

Links with the World of Work

Within the school there are a number of specific initiatives through which these aims are pursued so that the school's careers provision meets the Gatsby Benchmarks which require curriculum learning to be linked to careers. These are designed and delivered in accordance with the Careers Education and Guidance Policy above, the PSHE Policy and the Community Service Policy.

- Take Your Daughter to Work Day

This initiative offers girls the chance to experience a day in a workplace with one of their parents where circumstances allow. They are encouraged to arrange their own placement and the scheme is coordinated by the Careers Department. All girls in Year 10 take part during Enrichment Week. Girls are asked to conduct an interview with a professional in the field (in person or online) and include this in a written report that they submit to their Form Tutor and the Head of Careers. This has been extended to Year 9 as of June 2022 for the first time.

- Young Enterprise

This is a scheme open to Year 12 students. It is aimed at developing economic awareness and enterprise skills through direct participation in the world of business. A team of girls forms their own company, markets and sells a product or service via school, contacts, trade fairs and online.

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The scheme operates between September and June with the company holding weekly/regular meetings (online or in person). Where possible, one member of staff and external advisors support the girls. The girls submit a company report in the Spring Term and have the opportunity to enter local, regional and national competitions with other Young Enterprise companies. They wind up their company in June.

- Programme of Workplace Insight Events, Career Talks and Careers Convention

Students in year 8 and above (as appropriate) are invited to attend events such as Insight Events organised by employers at their offices or online. Students in Year 7 and above are invited to career talks given at school by a variety of speakers from different career fields. These are coordinated by the Careers Department and the programme intensifies as students move up through the school and have to make subject/university choices. A Careers Convention takes place annually in June for Years 10 and 12 where 16-20 speakers give interactive presentations about their careers and take questions (in person or online), with a special event in the afternoon (which varies year on year). The Careers Programme has been extended to the Junior School as of 2021.

- Work Experience

Students in Year 11 and 12 are encouraged to gain experience of the working world for one or two weeks during the holidays or after public examinations. The opportunity to apply to work shadowing hosts from the Channing Community is offered through the Careers Department which liaises with the Channing Community to identify opportunities for girls who are unable to explore their chosen field via their family's/friends' network. In the event that in-person work experience is not available, students are encouraged to sign up for and complete at least one virtual work experience offered by platforms such as www.theforage.com and/or to volunteer, as they can develop skills for the workplace by doing both.

Course choices & Careers Guidance (for students making course choices on their journey through the School's Careers Programme)

In Year 7-9, you will:

- Be invited to attend Careers Talks and Work Insight Events, including a Careers Day online or in person (Years 7 & 8 - during Enrichment Week) and receive guidance during PSHE to raise your awareness of career options;
- Receive a GCSE booklet outlining different courses – Spring Term Year 9;
- Take part in a programme of activities to help you with your future GCSE courses;
- Use the Morrisby program to undertake questionnaires and research to assist with individual careers guidance (Year 9);
- Have the opportunity to participate in the Step into the NHS and Teentech Competitions (Year 9);
- Organise and attend a Community Service placement as part of the Duke of Edinburgh Award Scheme (Bronze level - Year 9).

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In Year 10 & 11, you will:

- Organise and attend a Community Service placement as part of the Duke of Edinburgh Award Scheme (Silver level);
- Take part in a work-shadowing event and/or a workplace insight morning online or in person – Summer Term Year 10;
- Take part in Morrisby Aptitudes Testing and review your Morrisby profile and its course suggestions and careers database to widen your knowledge of your options – Autumn Term Year 11;
- Participate in talks on a variety of occupations – Year 10;
- Participate in a Careers Convention at Channing to listen to, network with and ask questions of chosen careers speakers – Summer Term Year 10;
- Be invited to the Sixth Form Presentation Evening – Autumn Term Year 11;
- Receive a Sixth Form Handbook outlining the A level courses and other activities available in the Sixth Form – Autumn Term Year 11;
- Take part in a planned programme of activities to help you with your future A level choices – Autumn Term Year 11;
- Participate in 1-2-1 interviews with the Head of Careers and a member of the Sixth Form Team or Senior Leadership Team to guide you on your course/options selection - Autumn Term Y11;
- Attend PSHE lessons on CV writing and workplace skills - Autumn/Spring Term Y11;
- Receive advice about how to find a work placement and develop skills by applying for suitable opportunities advertised internally;
- Be encouraged to arrange work experience during the Summer Holiday of Year 11.

In the Sixth Form, you will:

- Take part in induction training to develop team building and time management skills;
- Hear from former pupils about their experiences after school;
- Participate in lectures or Q&A sessions where experienced professionals talk about their work;
- Have the opportunity to visit colleges and universities;
- Have help to plan your progression to university, college or employment, including by accessing information on Unifrog;
- Take part in the Morrisby Study Interests Update with follow up career interviews with an independent and certified careers advisor – Spring term Year 12;
- Your parents will be invited to attend a UCAS Information Evening - Spring Term;

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- Be informed of holiday or other courses open to Year 12 students such as Medlink, taster courses, Debate Chamber etc.;
- Participate in a Careers Event (Panel of Speakers) and Careers Convention (individual talks) in Year 12 to hear from and network with various careers speakers;
- Be encouraged to organise a work placement during the holidays, receive guidance about the procedure and develop skills by applying for suitable opportunities advertised internally;
- Attend workshops on CV/100-word statement/cover letter writing;
- Have the opportunity to apply to become a Student Careers Leader;
- Have the option to attend the Medical Discussion group to assist with preparation for Medicine, Dentistry and Veterinary Science courses.

The Careers Department regularly advises Year 11 and Sixth Form students of Opportunities relating to courses, open days, careers events and internship opportunities. These also appear on the Careers' notice boards.

Appendix H - Collective Worship statement

Assemblies bring the girls together for a collective act of worship and/or reflection, following the Unitarian tradition of our founders. All pupils attend assemblies, and staff are expected to do so too. Channing rejoices in a multi-faith community, and no one is required to take an active part in anything that she or he feels unable to join in. However, assemblies provide opportunities to extend that knowledge and understanding of religious thought that underpins tolerance and sympathy.

We hope assemblies give each girl and member of staff a short period of time for contemplation on a regular basis, which is different from the general business of school. For a few minutes, she can stop running, mentally as well as physically, and reflect on more spiritual/moral issues in the company of others on ideas outside the bustle of everyday life. A simple routine means that this can be achieved on a regular basis, although the time is indeed short: most assemblies consist of a hymn, a reading, and a prayer or meditation, in varying order.

Hymns are regularly sung, and are selected for their universal message. Prayers may come from any religious background. Silent prayer and reflection is often used. We celebrate Christmas and Easter and other Christian festivals with appropriate words and music, and whenever possible we try to note non-Christian festivals and holy days, such as Rosh Hashanah, Eid and Diwali, inviting girls to present their particular faiths to the school community.

Junior School parents are invited to a special performance of their daughter's class assembly once a year.

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Implementation

Collective worship, whether in an assembly or form/tutor time, will:

- be acceptable to the whole community, staff and pupils;
- include a variety of elements at different times;
- involve the pupils.

The main consideration is of course that an assembly is appropriate, properly prepared and presented.

Appendix I - Fundamental British Values statement (Citizenship Education)

Channing School recognises and celebrates the multicultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role and responsibility every school has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

The school accepts applications from all girls who are entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equality, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, sexuality, political or financial status, or similar. It seeks to serve all.

The Government requires all schools to actively promote Fundamental British Values in order to improve safeguarding; strengthen the barriers to extremism; ensure children become valuable and fully rounded members of society who treat others with respect and tolerance; and to ensure young people leave school fully prepared for life in modern Britain. This aligns with all schools' obligations under section 78 of the Education Act (2002), as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, social (SMSC), mental and physical development of pupils at the school and of society.

The Fundamental British Values (FBV) set out by the government in the 'Prevent' duty (2023) are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect and tolerance of those of different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to these values. Attempts to promote systems that undermine FBV would be completely at odds with our School's duty to provide SMSC as well as our Unitarian heritage. The Teachers' Standards expects teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining FBV.

The following list describes the understanding and knowledge expected of pupils as a result of our

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school promoting FBV:

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that the freedom to hold other faiths and beliefs is protected in law;
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination;
- an understanding of how citizens can influence decision-making through the democratic process.

Below are some examples of actions we take to promote FBV at Channing School:

Curriculum - Across the curriculum, opportunities are built into lessons for pupils/students to explore and practise Fundamental British Values, either through topics studied or by following the school's general structures and behaviour codes. PSHE Schemes of Work include age appropriate opportunities to study community cohesion, conflict resolution, democracy, pupil voice, local government, human rights, the law and justice, diversity and global citizenship. In RE and Philosophy, pupils/students learn about why people worship and the different religions they follow, religious and non-religious responses to world issues, science and religion, prejudice, the right to life and the impact of beliefs on moral behaviour. Pupils/students develop skills in evaluating others' opinions and explaining their own. The school marks various important events such as Remembrance Day and Holocaust Memorial Day.

Wider School Life - Our school vision, values and general ethos support the FBV and we have a strong emphasis on the development of SMSC across the school. Within school, pupils/students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. There is a full programme of assemblies and reflections with a particular emphasis on positivity, respect, aspiration, tolerance and diversity. In form/tutor time, forms discuss recent news events and how these impact on them. From Reception girls are elected as Form Captains, members of the School Council and Sustainability Team; whilst from Key Stage 2, they can be Charity Champions and Charity Reps. In Year 6, they are Head Girls and House Captains. A House sister system operates across the Junior School and a Big Sister system operates in Years 7 and 8. A number of KS3/4 students have also been trained as Peer Mentors and we have an Officer, Form Senior and House Captain system in the Sixth Form, ensuring that students from all year groups can learn from each other and have the opportunity to act as positive role models. Students vote on charities to support and regularly organise fundraising activities for these.

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Pupil/Student Voice - We promote democratic processes, fostering the concept and application of freedom of speech and group action in order to address needs and concerns. There is a system of democratically elected Form Representatives that sit on the School Councils at both the Senior and Junior School, which meet regularly to discuss and effect positive changes to the school. The first *Student Development Plan* has been produced. Student voice is a regular item on the pastoral agenda and Year fora has been introduced into KS3 run by Sixth Form Officers. Students in Year 9 have been involved in training to be Student Researchers and this group will carry out small scale action research among the student body. Pupils at both the Junior and Senior School sometimes lead School Assemblies.

Ongoing Opportunities - We use local and national opportunities that arise to promote FBV and provide pupils/students with the opportunity to learn how to argue and defend points of view - for example consultation with the Head girls and officer teams and the organisation of mock elections. Year 10 students have the opportunity to visit a magistrate's court.

Co-curricular - There is a wide range of sporting, creative and academic activities to choose from. These promote self-development, self-esteem, confidence, understanding of the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and team spirit. There are numerous visits and residential trips organised to widen pupils'/students' perspectives - for example the Year 4 go away for 1 day, Year 5 go away for 3 days and Y6 go away for a week, Year 8 team building and cultural visit to Burgundy, cultural visits in the UK and to Germany, Spain, Austria and America. Many KS4 and KS5 students participate in the Duke of Edinburgh Award.

Should you feel that the School is not meeting its requirement with regards to FBV, you should contact the School Office and request to express your concerns with a member of the Senior Leadership Team. Likewise, if you feel that anyone working at the School is, intentionally or otherwise undermining these values, you should report this to the Senior Leadership Team.

Appendix J - Healthy Eating

Channing School recognises the connection between providing pupils with healthy, tasty balanced meals and their ability to learn effectively and participate in all areas of School life. This is supported through considered health promotion and learning.

Health promotion and learning:

- Structured PSHE lessons across all year groups;
- Provide nutritional information about food offered at lunch, highlighting the healthier options for the day;
- Use of age appropriate healthy eating posters in dining areas;
- Encourage students to ask questions and offer suggestions;
- Ensure staff serving food are trained, knowledgeable, and able to answer any questions;

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- Provide accurate allergen labelling (in accordance with [The Food Information \(Amendment\) \(England\) Regulations 2019](#) commonly known as Natasha's Law);
- Encourage students to try new foods;
- Make the menus accessible to students/ parents via the school website.
- Seminars in PSHE delivered by a professional organisation called The Nutrition Guru for Years 8 and 9.

Providing healthy, tasty meals:

- Adopt healthier food preparation methods to reduce the fat, saturated fat, salt and sugar content of meals whilst retaining nutrients, taste and appeal;
- Design menus and construct recipes that promote healthier cooking methods;
- Use the freshest possible ingredients;
- Where possible buy ingredients from sustainable sources;
- Theme the menus to link with festivals / celebrations eg Christmas, Eid, Chinese New Year, Black history month;
- Incorporate a variety of colours and textures in meals;
- Provide vegetarian and vegan options;
- Liaise with students / parents where necessary if specific diets need to be followed;
- In the staff dining room, ensure fruit is placed in a more prominent and easy to access area compared to more unhealthy options such as biscuits;
- Catering Manager to check Schoolbase for any allergies/ dietary requirements.

Eating experience:

- Ensure the dining areas are comfortable, clean and inviting;
- Promote meals times as social occasions.

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