

# Sylvia Young Theatre School



## Personal, Social, Health and Economic (PSHE) education Policy

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| <b>Policy responsibility:</b> | Andrew Kennedy<br>Assistant Headteacher - Behaviour<br><br>Menifa Williams<br>Assistant Headteacher - Safeguarding<br><br>Odette Morley - SENCO |
| <b>Date reviewed:</b>         | 4th September 2025                                                                                                                              |
| <b>Reviewed</b>               | Annually                                                                                                                                        |

## PSHE POLICY

PSHE & RSE are delivered through a comprehensive programme. This takes place in Form time, assemblies, KS3 timetabled classes and via visiting speakers. It is an integral part of the curriculum. Both PSHE and RSE are important and necessary parts of all students' education

Our planned programme is designed to help students adequately navigate and address the many difficult moral, social and health-related issues that arise in their lives and in the society they live in. It is our intention that our programme will support the development of students in our school, enabling them to live confident, healthy, independent lives as individuals within society. In addition to this, the PSHE programme promotes fundamental British Values, which are taught implicitly in lessons and throughout all key stages.

Areas covered as part of our programme include:

- Mental Health
- Forms of Abuse
- Radicalisation
- Finances
- Drugs and Alcohol
- Gangs
- Digital Literacy
- Social Media
- Anti-bullying
- Celebrating different cultures
- British values

## AIMS

### **Aims of PSHE (Personal, social, health and economic education):**

- To enhance students' self-knowledge, self-esteem, self-worth, self-confidence and happiness.
- To help students to learn to manage and understand their own emotions, well-being and mental health and to evaluate how their behaviour can impact the well-being of others.
- To develop confident students who have a sense of responsibility, make the most of their abilities and celebrate their personal successes.
- To develop students' understanding of themselves, their ability to use critical thinking to make informed decisions and the consequences of their choices.
- To help students to explore, consider and understand moral and ethical dilemmas.
- To encourage students to take responsibility for their behaviour and show initiative.
- To help students to understand the importance of values, individual conscience, moral considerations and their own impact in the community.
- To encourage students to build positive habits that promote physical health including the benefits of healthy eating, exercise and the potential harm posed by drugs, alcohol and tobacco.
- To help students understand the importance of self care in preventing or managing illness including basic first aid.
- To help students understand the impact of puberty, physically and emotionally.
- To help students to stay safe and recognise dangers, including on-line safety.
- To develop students' economic awareness and financial capability.

## **SOCIAL, MORAL, CULTURAL EDUCATION (SMCE)**

### **Social, Moral and Cultural Education:**

- To help students identify their own moral codes and recognise the consequences of their own (and others') actions.
- To develop students' social and inter-personal skills to enable them to foster good relationships.
- To understand the importance of human connection for well-being and mental health.
- To help students to manage their relationships confidently and sensitively.
- To learn the values of respect, empathy and emotional intelligence.
- To help students to make choices based on an understanding of difference and with an absence of prejudice such as racism, sexism or homophobia.
- To help students to understand the origins of their own (and other) cultures and to respect and celebrate cultural diversity.
- To encourage respect for other people, with particular to the protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation)
- To learn how to recognise and avoid exploitation, bullying and abuse.

## **HEALTH EDUCATION**

### **Health Education (including sex & relationships education – RSE – and drugs education):**

- To develop a healthy, safe lifestyle.
- To promote knowledge and emotional literacy with regard to mental health and well-being.
- To understand basic first aid and self care.
- To understand the physical and emotional impact of puberty.
- To educate students about issues ranging from: diet and healthy eating; exercise; illnesses (mental and physical); sex, relationships and STDs; drugs; internet.

*NB: See also RSE Policy.*

## **CITIZENSHIP**

### **Citizenship Education:**

- To educate students in the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To educate students to respect the law.
- To help Sylvia Young Theatre School students to develop skills of responsible action and become informed citizens.
- To encourage an interest in/involvement in community projects where students can make a positive contribution to their own community (for example, Senior Student and monitor systems) and the wider community e.g. choirs, performing at local hospitals and hospice, charity fundraising projects.
- To help students to learn how to access community support agencies and services e.g. The Police, Childline, Beat, Mind, Kooth etc.

- To develop an awareness of aspects of the law and government. Educate students about services and institutions in England.

*NB. The School has a separate policy for Anti Bullying*

## DELIVERY OF PSHE PROGRAMME

At the Sylvia Young Theatre School, we understand the importance of a child's personal and social development, and their health, as these underlie everything that happens in the teaching and learning environment. We deliver PSHE through assemblies, form time, the academic and vocational subject curriculum, pastoral and disciplinary systems and day to day interactions between members of our School and wider communities.

- PSHE is delivered using a variety of teaching methods which include: discussions, role play, worksheets, films (which are often used to stimulate discussion) and outside speakers (e.g. Police liaison officers; representatives from charities; representatives from the School Consent Project and from various further and higher education institutions and from people in the performing arts professions).
- It is important that discussions are conducted in an atmosphere where students and teachers show respect for each other and for the learning environment. Students should be allowed to develop ideas and values (i.e. these should not be imposed).
- PSHE is a whole school approach: the way that students and staff are treated throughout the School reinforces the messages conveyed through PSHE.
- Students are involved with the planning and delivery of assemblies and PSHE activities.
- A variety of different types of visits take place.

## THEMED WEEKS AND MONTHS

- Anti Bullying Week
- LGBT+ History Month
- Mental Health Awareness Week
- Black History Month
- Mock General Elections
- International Women's Day
- Pride Month

**PSHE Long-term Plan**

**PSHE Delivery Grid for Key Stages 2, 3 and 4**

|                  | <b>HT 1 (Autumn Term)</b>       | <b>HT 2</b>                                             | <b>HT 3 (Spring Term)</b>                                      | <b>HT 4</b>                     | <b>HT 5 (Summer Term)</b>                          | <b>HT 6</b>                        |
|------------------|---------------------------------|---------------------------------------------------------|----------------------------------------------------------------|---------------------------------|----------------------------------------------------|------------------------------------|
| <b>All Years</b> | <b>Black History Month</b>      | <b>Anti-bullying Week</b><br><br><b>Mock Elections</b>  | <b>LGBT+ History Month</b><br><b>International Women's Day</b> |                                 | <b>Mental Health Awareness week</b>                | <b>Pride Month</b>                 |
| <b>Year 7</b>    | <b>1. Transition and Safety</b> | <b>1. Culture of mutual respect</b>                     | <b>1. Community and Diversity</b>                              | <b>1. Health and Puberty</b>    | <b>1. Staying safe online</b><br><b>2. Sexting</b> | <b>1. Relationships and Family</b> |
| <b>Year 8</b>    | <b>1. Learning And Careers</b>  | <b>1. Building positive relationships and diversity</b> | <b>1. Introduction to politics</b>                             | <b>1. Sex and relationships</b> | <b>1. Emotional wellbeing</b>                      | <b>1. Digital literacy</b>         |

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| <b>Year 9</b>  | <b>1. Modern Society</b>       | <b>1. Healthy Lifestyle</b>      | <b>1. Respectful relationships</b>    | <b>1. Careers and option choices</b> | <b>1. Intimate relationships</b>    | <b>1. Study skills</b>        |
| <b>Year 10</b> | <b>Mental Health</b>           | <b>Financial Decision Making</b> | <b>Healthy Relationships</b>          | <b>Exploring Influence</b>           | <b>Extremism and Radicalisation</b> | <b>Work Experience</b>        |
| <b>Year 11</b> | <b>Building for the Future</b> | <b>Next Steps</b>                | <b>Communication in Relationships</b> | <b>Independence</b>                  | <b>Families</b>                     | <b>Year 11 on Study Leave</b> |

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| Citizenship | <p><b>All year groups:</b></p> <p><b>Taking responsibility:</b> Students from all years have the opportunity to represent their form on the Student Food Council, to be student librarians and to be buddies etc. Some Year 11 students are given responsibilities as ‘Senior Students’ (Head boy/Girl, prefects etc)</p> <p><b>Assemblies &amp; form time:</b> information &amp; discussion on consideration for others &amp; being a responsible member of society in and out of school.</p> <p><b>Art:</b> sharing resources, group work, critical analysis of each other’s work allows for appreciation &amp; helps to raise self-esteem and confidence</p> <p><b>Humanities:</b> Understanding morals/ethics. Issues surrounding crime and punishment. Beliefs surrounding Equality, religious freedom, freedom of expression, International relations and development, and the distribution of wealth. Ethical dilemmas e.g. Euthanasia. Animal rights. Friendship issues- bullying. Resolving conflict.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|             | Visit to Transport for London for hands-on activities relating to safety on London Transport and consideration for other members of the public.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>PSHE</b></p> <p><b>Friendship:</b> students explore the nature and the importance of friendship and how to build healthy relationships.</p> <p><b>Bullying:</b> students build strategies to understand how to deal with bullying and how to resolve personal conflict.</p> <p><b>Road Safety:</b> Lessons raise awareness of issues around road safety.</p> <p><b>Equal Opportunities:</b> lessons raise awareness of Equal</p> | <p><b>PSHE</b></p> <p><b>Friendship:</b> lessons explore different types of friendships and difficulties friendships face. Students examine the importance of friendship and how it affects their lives.</p> <p><b>Diversity:</b> Lessons help students to build strategies to recognise and explain the positive effects of “diversity”.</p> <p><b>Discrimination:</b> Lessons describe different types of discrimination and explain how it can be fought against.</p> <p><b>Online Safety:</b></p> | <p><b>PSHE</b></p> <p><b>Discrimination:</b> lessons encourage students to understand that teenagers can be stereotyped and discuss why teenagers are sometimes negatively stereotyped. Students also explore the issues of sexism and gender stereotyping.</p> <p><b>Spanish</b></p> <p>Learning about Spanish speaking countries. Talking about environmental problems; discussing some solutions to</p> | <p><b>PSHE</b></p> <p><b>Discrimination:</b></p> <p><b>Terrorism-</b> Students explore the definition of terrorism and how we apply the term. They also explore why people commit these acts.</p> <p><b>Sexism-</b> lessons explore what is meant by gender equality and why sexual bullying happens.</p> <p><b>Human Rights and Equality:</b> Students develop strategies to be able to promote and protect equality and human rights in the school community.</p> | <p><b>PSHE</b></p> <p><b>Discrimination:</b> Lessons enable students to understand the different types of discrimination that can take place and how a victim can deal with such a situation (there is a strong focus on workplace discrimination).</p> <p><b>Human Rights:</b> students explore ways of recognising their rights and responsibilities.</p> <p><b>Senior students (prefects):</b> take responsibility, role model &amp; support to younger students.</p> |

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|  |  | <p>Opportunities.</p> <p><b>History</b><br/>Development of Law/Parliament since the middle ages</p> <p><b>Geography</b><br/>Social problems in other societies: rural – urban population shifts</p> <p><b>RS</b><br/>Ethics of Citizenship in different religions/cultures</p> <p><b>Spanish</b><br/>Learning about Spanish speaking countries.</p> <p><b>ICT:</b><br/>Internet Safety: eg Cyberbullying, Copyright, Fraud Prevention.</p> | <p>Students explore the term cyberbullying and ways of dealing with it.</p> <p><b>History</b><br/>Development of Law/Parliament and attitudes towards Human life/rights</p> <p><b>Geography</b><br/>Differences between rich and poor<br/>Charities<br/>Impact of climate change</p> <p><b>RS</b><br/>Morals/ Ethics<br/>Attitudes to diversity</p> <p><b>Spanish</b><br/>Learning about Spanish speaking countries.</p> <p><b>ICT:</b><br/>Intellectual Property Rights</p> <p><b>English:</b> Students explore discrimination and equal rights through the study of fiction and non fiction texts.</p> | <p>those problems.<br/>Talking about fair trade.</p> <p><b>Drama:</b><br/>Various schemes of work enable students to reflect on humanity and moral dilemmas within the bounds of playtext and other writing.<br/>Issue based schemes allow students to explore scenarios from around the world such as; Refugees, homelessness, wealth and poverty, child labour.</p> <p><b>English:</b> various schemes of work enable students to explore social justice issues through fiction and non-fiction texts e.g. sexism, racism, ageism, homophobia and bullying.</p> <p><b>ICT:</b><br/>Controversial subject research and</p> | <p><b>Activism:</b> lessons explore the actions of pressure groups and how to make changes in the community.</p> <p><b>Political Parties:</b><br/>Lessons enable students to gain an understanding of the political party system in the UK and how the voting system works.<br/>Students explore why it is important to vote.</p> <p><b>English:</b> The themes within each set text explore issues such as racism, social responsibility, sexism, diversity and consent</p> <p><b>Spanish</b><br/>Learning about Spanish speaking countries.<br/>Learning about different religious festivals</p> <p><b>Drama (GCSE)</b><br/>The themes within set text for drama</p> | <p><b>Spanish</b><br/>Talking about the environment and global issues<br/>Considering problems facing the planet<br/>Talking about homelessness<br/>Talking about how you would change your city</p> <p><b>Drama (GCSE)</b><br/>The themes within set text for drama include; deceit, truth, making a stand, judgement, tolerance.<br/>Devising modules allow students to explore, research and present a moral message to an audience.<br/>Encouragement of independent learning allows students to consider self-worth.</p> <p><b>English:</b> The themes within each set text explore issues such as racism, social responsibility, sexism, diversity and sex and consent.</p> |
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|  |  |  |  | <p>presentation, showing both sides of an argument, eg: animal rights, gay marriage, green issues, euthanasia, etc.</p> <p><b>Science</b><br/>Effects of global warming and the impact of individual carbon footprints.</p> | <p>include; deceit, truth, making a stand, judgement, tolerance.<br/>Devising modules allow students to explore, research and present a moral message to an audience.</p> <p><b>Maths</b> – looking at how surveys and samples of the population are used to influence government policy</p> |  |
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| Drugs, Alcohol and Tobacco | <b>All year groups:</b><br><b>Years 8 to 11:</b> Drugs information talk from Andy Holgate (police officer / SYTS parent)                                                                                                  |                                                                                                                                                                                       |                                                                                                                                                               |                                                                                                                                                                                                                                                             |                                                                                                                                                                                             |                                                                                                                                                                                                                                           |
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|                            | <b>Science</b><br>Inform pupils of the fact that “While all medicines are drugs, not all drugs are medicines”.<br>Make pupils aware of the harmful effect on health resulting from an abuse of tobacco, alcohol and other | <b>History</b><br>Some coverage of Opiates in History of Medicine; early modern bans on tobacco<br><br><b>RS</b><br>Differing religious/cultural attitudes towards drugs, alcohol and | <b>History</b><br>Development of Medicine since 1500<br><br><b>Geography</b><br>Different levels of access to drugs<br><br><b>RS</b><br>Moral/Ethical beliefs | <b>PSHE</b><br><b>Drugs:</b> Students learn about the different types of drugs and what to do in an emergency. They also explore the consequences of being involved with drugs in school.<br><br><b>Drugs</b><br>Students look at the consequences of being | <b>Science</b><br>The effect of ecstasy as well as other drugs on the brain and kidneys<br><b>Art</b><br>Contextual references in art and issues based work often incorporates these topics | <b>PSHE</b><br><b>Alcohol:</b> Lessons discuss minimising risks from alcohol use and legislation on alcohol use.<br><br><b>English:</b> An Inspector Calls- covers themes of social responsibility and the effects of alcohol on morality |

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|  | drugs.<br><b>Visit to Sutton Life Centre</b><br>(resisting peer pressure re smoking etc) | tobacco | concerning drugs, alcohol and tobacco<br><b>Science</b><br>Covers harmful effects and risks related to alcohol and tobacco as well as some illegal/recreational drugs | involved with drugs in school and discuss the question: Should cannabis be legalised?<br><br>as ecstasy and cannabis<br><b>Spanish</b><br>Talking about healthy living and the consequences of drinking, smoking and taking drugs.<br><b>Art</b><br>“Popular culture” looks at issues facing teenagers today & how to get messages across about them using photos & other media<br><b>ICT:</b><br>Controversial Topic (see citizenship page)<br>Drug Legislation<br><b>Science:</b><br>Risks related to alcohol | <b>Maths:</b><br>How lifestyle choices affect insurance policies – this links with probability. | and social behaviour<br><b>Spanish</b><br>Discussing healthy lifestyles<br><b>Art</b><br>Contextual references in art and issues based work often incorporates these topics |
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| <b>Relationship and Sex Education (RSE)</b> | Students & parents are informed in advance about Sex Education and parental permission sought. These RSE lessons are held in addition to the teaching of reproduction and sexual health in Science which does not require parental permission. |                                                                                  |                                                                                      |                                                                                          |                                                                                                                    |                                                                                                                     |
|                                             | Year 6                                                                                                                                                                                                                                         | Year 7                                                                           | Year 8                                                                               | Year 9                                                                                   | Year 10                                                                                                            | Year 11                                                                                                             |
|                                             | <b>PSHE RSE</b><br>How their body will, and their                                                                                                                                                                                              | <b>PSHE Relationships:</b><br>lessons discuss ways that relationships change and | <b>PSHE Relationships:</b><br>Lessons help students to recognise the dangers of, and | <b>PSHE Sexual Health [CG]</b><br><b>Autumn Term</b><br>Relationships – Moral, Ethical & | <b>PSHE Sexual Bullying:</b><br>Students explore what is meant by sexual bullying and why sexual bullying happens. | <b>PSHE When relationships go wrong:</b><br>Students explore things that make a relationship unhealthy or damaging. |

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| <p>emotions may, change as they approach and move through puberty</p> <p>To recognise what constitute s a positive, healthy relationships and develop the skills to form and maintain positive and healthy relationships</p> <p>To recognise different types of</p> | <p>demonstrate how to negotiate within relationships.</p> <p><b>Team Work</b><br/>Lessons are aimed at developing a climate of support, friendship and co-operation in the classroom.</p> <p><b>RSE Assembly:</b><br/>Bullying, personal identity, challenging prejudice, homophobia, bi-phobia, transphobia effectively</p> <p><b>RSE:</b> Puberty- Lessons begin looking at the physical and emotional changes that happen during puberty.</p> <p>Conception and reproduction.</p> <p>Resisting pressure to become involved in sexual activity.</p> <p>Access to support.</p> | <p>how to be safe when texting (They discuss the law regarding sex-ting).</p> <p><b>RSE Assembly:</b><br/>Bullying, personal identity, challenging prejudice, homophobia, bi-phobia, transphobia effectively</p> <p><b>RSE:</b><br/>Names of sexual organs and their function.<br/>Conception.<br/>Age of consent and the law.<br/>Risk of early sexual activity.<br/>Accessing Support<br/>Personal beliefs<br/>Consent, Grooming &amp; peer pressure<br/>Issues related to gender and sexual orientation</p> <p><b>History</b><br/>Changes in laws and attitudes towards sexual</p> | <p>Religious issues. Safe Sex -Video Shown about Chlamydia<br/>Advice re:GUM Clinic<br/>All sessions followed debate – discussion – Q&amp;A</p> <p><b>RSE Assembly:</b><br/>Bullying, personal identity, challenging prejudice, homophobia, bi-phobia, transphobia effectively</p> <p><b>RSE:</b><br/>Delaying sexual gratification<br/>Self-respect and risk taking<br/>Contraception and support services<br/>Consent and the law<br/>STI's including HIV<br/>Prejudice and discrimination<br/>Conception<br/>Abortion<br/>Responsibilities</p> | <p><b>Sexual Health</b><br/>PSHE – CGP KS4 study guide</p> <p><b>Autumn Term - STI's:</b><br/>Safe Sex -Videos Shown:-' STI's with emphasis on HIV Risky Business SYTS film for CWAC about HIV.<br/>Advice re:GUM Clinic<br/>All sessions followed by discussion, Q&amp;A</p> <p><b>RSE Assembly:</b><br/>Bullying, personal identity, challenging prejudice, homophobia, bi-phobia, transphobia effectively</p> <p><b>RSE:</b><br/>Consequences of unprotected sex<br/>Range of contraceptive choices<br/>Sexual health support services<br/>Consent and the law<br/>Rights and responsibilities<br/>Age of consent<br/>Conception<br/>Abortion<br/>Life for young parents<br/>Legal and moral arguments around abortion<br/>Contraception<br/>Condoms</p> <p><b>(1st half of Autumn Term)</b><br/>Visiting Speaker from</p> | <p>Lessons explore laws that support people in unhealthy relationships.</p> <p><b>RSE:</b> Assembly by Schools' Consent Project (as part of English lessons)<br/><b>RSE Assembly:</b><br/>Bullying, personal identity, challenging prejudice, homophobia, bi-phobia, transphobia effectively</p> <p><b>RSE:</b><br/>Consequences of unprotected sex<br/>Range of contraceptive choices<br/>Sexual health support services<br/>Consent and the law<br/>Rights and responsibilities<br/>Age of consent<br/>Conception<br/>Abortion<br/>Life for young parents<br/>Legal and moral arguments around abortion<br/>Contraception<br/>Condoms</p> <p><b>(1st half of Autumn Term)</b><br/>Visiting Speaker from</p> |
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|  | <p>relationships, including those between acquaintances, friends, relatives and families</p> <p>About human reproduction in the context of the human life-cycle</p> | <p>Discrimination.</p> <p>Rights and Responsibilities.</p> <p><b>History</b><br/>Changes in attitudes to sexual behaviour since middle ages, usually in the context of women's history</p> <p><b>Geography</b><br/>Present cultural understandings regarding population growth</p> <p><b>RS</b><br/>Differing religious/cultural attitudes to sexual behaviour, relations between sexes</p> <p><b>Science</b><br/>Male and female reproductive systems, pregnancy, puberty</p> <p><b>Art:</b><br/>These themes may be evident in the lives and work of studied artists; Eg: Frida Kahlo's relationship with Diego Rivera and her bisexuality</p> | <p>behaviour, usually in the context of women's history</p> <p><b>Geography</b><br/>Demographics and sexual mores in various countries</p> <p><b>RS</b><br/>Differing religious/cultural attitudes and ethics</p> <p><b>Science</b><br/>STIs covered during the micro-organisms topic including transmissions, prevention and treatment</p> <p><b>Art:</b><br/>These themes may be evident in the lives and work of studied artists; Eg: Grayson Perry – family relations and transvestism – issues around empowerment and prejudice</p> | <p>of having children</p> <p><b>English-</b> Curious Incident of the Dog in the Night-time- Relationships and puberty.</p> <p><b>Art:</b><br/>These themes may be evident in the lives and work of studied artists; Eg: Hannah Hoch – role of women as artists. Her relationship with Raoul Hausmann.</p> <p><b>ICT:</b><br/>Controversial subject research and presentation, showing both sides of an argument, gay marriage,</p> <p><b>Science:</b><br/>Detailed look at pregnancy including clinical tests such as amniocentesis. Monoclonal</p> | <p>abortion<br/>Contraception<br/>Condoms</p> <p><b>English:</b> Shakespeare and the ELH- Relationships/Moral and religious issues. Victorian/Elizabethan attitudes towards women</p> <p><b>Spanish</b><br/>Talking about relationships within the family context</p> <p><b>Drama</b><br/>Relationship education through role-play</p> <p><b>Art:</b><br/>As for Year 11.</p> | <p>Brook Advisory Service<br/>Contraception – Follow on from Year 10 Safe Sex and Relationships</p> <p><b>Summer Term 2<sup>nd</sup> half of Term)</b><br/>Contraception – Safe Sex – Relationships – Moral &amp; Religious issues. Condom<br/>Full discussion. Q &amp; A<br/>Demonstration using Kit from FPA.</p> <p><b>Science</b><br/>Female reproductive system and menstrual cycle.<br/>Menopause</p> <p><b>English:</b> Relationships- An Inspector Calls (Y10/11)<br/>Ideas about women – sexual shaming, consent etc.<br/>Patriarchy/prostitution.</p> <p><b>Spanish</b><br/>Talking about issues facing young people</p> <p><b>Drama (GCSE)</b><br/>Relationship education through role-play</p> <p><b>Art:</b></p> |
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|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>ICT:</b><br>Internet safety,<br>understanding<br>Cyber abuse                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                           | antibodies and<br>pregnancy tests.<br>HIV as an<br>example of a<br>sexually<br>transmitted<br>disease.                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                              | These themes may be<br>evident in the lives and<br>work of studied artists<br><br><b>RG</b><br>Use of condoms<br>(optional)                                                                                                                                                                                                                                                                        |
| <b>Nutrition and<br/>Physical<br/>Activity</b> | <b>All year groups:</b><br><b>Host caterers:</b> provide nutritional information about school meals<br><b>Dance:</b> all students do a considerable amount of physical activity in dance classes on Thursdays and Fridays. Also learn about posture, alignment, and co-ordination.<br><b>Various year group:</b> Talks on nutrition including issues to do with eating disorders from an ex-SYTS student now working in the field of nutrition. |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 7                                                                                                                                                                                                                                                                                                                                                                                                     | Year 8                                                                                                                                                                                                                                                                                    | Year 9                                                                                                                                                                                                                                                                                                                                                                | Year 10                                                                                                                                                                                                                                                                                                                                      | Year 11                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                | Visit to<br>Sutton<br>Life<br>Centre<br>(diet and<br>nutrition)<br><br><b>Food &amp;<br/>Nutrition<br/>talk</b> from<br>MM<br>(Summer<br>Term)<br><br>Swimmin<br>g Weekly.                                                                                                                                                                                                                                                                      | <b>PSHE: Healthy<br/>Eating</b> Lessons<br>explore the<br>importance of<br>sensible eating<br>habits and<br>exercise.<br><br><b>Geography</b><br>Life expectancy,<br>quality of life in<br>different societies<br>Calorific intake of<br>workers in Ghana,<br>Bangladesh and<br>the USA<br><b>History</b><br>Life expectancy in<br>the Middle Ages<br>and relationship to<br>nutrition and<br>Working Life | <b>History</b><br>Nutrition and Life<br>expectancy since<br>1500<br><br><b>Geography</b><br>Nutrition and<br>Population Shifts<br><b>RS</b><br>Food laws in Islam,<br>Judaism etc<br>diet and the effect<br>of exercise<br><b>Spanish</b><br>Learning about the<br>Mediterranean<br>diet. | <b>PSHE:</b><br><b>Habits for a<br/>Lifetime</b><br>Students look at<br>some of today's<br>trends in eating<br>habits<br>and analyse what<br>foods contribute<br>towards a healthy<br>lifestyle.<br><br><b>Personal<br/>Hygiene<br/>Awareness</b><br>Lessons outline<br>the importance of<br>a regular<br>personal hygiene<br>routine.<br><br><b>Eating Disorders</b> | <b>Spanish</b><br>Describing free time<br>activities and talking<br>about sports, talking<br>about which ones they<br>do and which ones<br>they prefer.<br>Talking about the body<br>and illnesses.<br><br><b>Drama</b><br>Physical and vocal<br>warm ups as starter to<br>lesson. aspects of<br>acting & dance, s<br>leading to performance | <b>PSHE</b><br><b>Healthy Choices:</b><br>Lessons explore factors<br>that contribute to a<br>healthy lifestyle.<br><br><b>Spanish</b><br>Talking about how to stay<br>in good shape<br>Talking about healthy<br>eating, discussing diet<br>related problems<br><b>Drama (GCSE)</b><br>Physical and vocal warm<br>ups as lesson starter.<br>aspects of acting &<br>dance, leading to<br>performance |

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|  |  | <p><b>Spanish</b><br/>Talking about which sports they do and which ones they prefer.<br/>Learning about healthy snacks.</p> <p><b>Science</b><br/>Food and digestion topic covers food groups, balanced</p> |  | <p>Lessons enable students to understand how a negative body image can affect a person.<br/>They explore the different types of eating disorders and they affect the body.</p> <p><b>Science</b><br/>The effect of lifestyle choice such as diet and exercise on health including cardiovascular disease.</p> <p><b>Spanish</b><br/>Learning about healthy and unhealthy food; learning about the Mediterranean diet.<br/>Doing a questionnaire on healthy eating.</p> <p><b>Drama</b><br/>Physical and vocal warm ups as lesson starter.</p> |  |  |
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|  |  |  |  | aspects of acting & dance, leading to performance<br>Physical theatre topic<br><b>Maths:</b><br>Look at correlation between different nutrition and health factors |  |  |
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| Emotional Health and Well Being | <b>All year groups:</b><br><b>Assemblies &amp; form time:</b> information & discussion on mentoring & support, consideration for others, bullying etc                                     |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                           |
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|                                 | <b>Form Period</b><br>Inform pupils to whom they can talk to in school if they have questions or need information.<br><b>Visit to Sutton Life Centre</b><br>(bullying, domestic violence) | <b>PSHE:</b><br><b>Body Confidence-</b><br>Lessons explore the concept of 'appearance ideals'. Students investigate where pressure to achieve them comes from.<br>They are given strategies to build body confidence.<br><br><b>Respect-</b> students develop an understanding of the concept of respect.<br><br><b>Team Work-</b><br>Lessons are aimed at developing a climate | <b>PSHE:</b><br><b>Listening and Communicating</b><br>Lessons establish ground rules for discussion and to explore the skills of communication.<br><b>Difficulties in Friendship</b><br>Lessons explore different types of friendships and difficulties friendships face. They examine the importance of friendship and how it affects our lives.<br><br><b>Identity</b> | <b>PSHE:</b><br><b>Stereotypes and Teenagers</b><br>Lessons enable students to re-explore what a stereotype is. They enable students to understand that teenagers can be stereotyped and discuss why teenagers are sometimes negatively stereotyped.<br><br><b>Negative Attitudes</b><br>Lessons allow students to be able to recognise their own and others' stereotypical and prejudiced attitudes. Lessons raise | <b>PSHE:</b><br><b>What is Beauty?</b><br>Students think about how we see ourselves and what we consider to be beautiful.<br><b>Our Personal Values</b><br>Students explore the qualities we value within ourselves and others.<br><br><b>Are we IMAGE obsessed?</b><br>Lessons investigate whether obsession with image is healthy.<br><br><b>Free to Be Me</b> | <b>PSHE:</b><br><b>Managing Stress</b><br>Lessons explore what stress is. Students are given six strategies for dealing with stress and develop techniques for managing stress.<br><b>Science</b><br>covers brain structure and learning<br><b>English Of</b><br>Mice and |

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|  |  | <p>of support, friendship and co-operation in the classroom.</p> <p><b>Exploring Our Feelings-</b><br/>Lessons explore our feelings and how we express them.</p> <p><b>Positive Thinking</b><br/>Lessons explore our feelings and we can change them.</p> <p><b>Happiness</b><br/>Students explore what makes them happy and how they express this feeling.</p> <p><b>Resolving Personal Conflict</b><br/>Lessons explore negotiation and compromise as tools for solving conflict.</p> <p><b>RS</b><br/>Opportunities to discuss various personal issues in a non-specific way in the context of ethical/moral dilemmas etc<br/><b>English:</b> Boy in the Striped Pyjamas.</p> | <p>Lessons explore who the students are in the context of the classroom and their community. They reflect on how diversity can benefit us.</p> <p><b>Praise</b><br/>Lessons encourage students to think about their own strengths. They learn how to give and accept praise.</p> <p><b>Self Esteem</b><br/>Lessons explore the importance of self-esteem.</p> <p><b>Assertiveness</b><br/>Students gain an understanding of what aggressive, passive and assertive behaviours are, and their consequences to others<br/>Lessons consider and practise a range of assertiveness techniques.</p> <p><b>Assembly</b><br/>Assembly on</p> | <p>awareness of the negative consequences of prejudice and stereotypes.</p> <p><b>Gender Stereotypes</b><br/>Lessons consider gender stereotypes and how language can reinforce them. Students consider how gender stereotypes might affect both men and women and begin to appreciate why a variety of scenarios might be offensive.</p> <p><b>Spanish</b><br/>Talking about lifestyle changes.</p> <p><b>Art (Y9, 10 &amp; 11)</b><br/>Issues based work – discussion of topics and looking at ways of interpreting them &amp; getting messages across visually about them – often citing advertising / consumerism / mass communication / popular culture as contextual references<br/><b>ICT:</b><br/>Controversial subject research and</p> | <p>Students are encouraged to change beauty ideals and raise their self confidence</p> <p><b>Planning Homework and Revision</b><br/>Students plan and create a homework or revision timetable</p> <p><b>English</b> Spoken Language Study: look at personal use of language and the impact it has on those around us. How spoken language is adapted in different social environments.<br/><b>Spanish</b><br/>Describing school pressures and problems<br/>Talking about experiences and hopes<br/><b>Art</b><br/>See year 9<br/><b>Drama</b><br/>Through role play, discussion &amp; evaluation across various topics</p> | <p>Men/An Inspector Calls: study of the themes of racism, sexism and social prejudices based upon class.<br/><b>Spanish</b><br/>Reading problem pages and giving advice<br/><b>Art</b><br/>See year 9<br/><b>Drama (GCSE)</b><br/>Through role play, discussion &amp; evaluation across various topics</p> <p><b>Mindfulness sessions run for Y11 leading up to exams</b></p> |
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|  |  | <p>Malnutrition and the physical impact on the body. Social prejudices/racism</p> <p><b>Spanish</b><br/>Describing character. Talking about getting on with people.</p> <p><b>Art</b><br/>Self-portraits / “identity” project – expressing emotions, sense of self and place in society, how others do this (e.g. Frida Kahlo)</p> <p><b>ICT:</b><br/>Internet Safety, Cyberbullying – various forms</p> | <p>Emotional health delivered by volunteers from ‘The Samaritans’</p> <p><b>RS</b><br/>Opportunities to discuss various issues in the context of faiths, morals and ethical codes of behaviour</p> <p><b>Art:</b><br/>Expressing Ideas about a topical issue of importance as surface detail for a 3D vessel (Grayson Perry).</p> | <p>presentation, self-harming</p> <p><b>Drama</b><br/>Through role play, discussion &amp; evaluation across various topics</p> |  |  |
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| <b>Safety</b> | <p><b>All year groups:</b></p> <p><b>Assemblies &amp; form time:</b> information &amp; discussion about personal safety, especially when travelling to &amp; from school. Occasional talks from local police.</p> <p><b>Art:</b> Health &amp; Safety advice associated with Art &amp; Design materials and processes.</p> <p><b>Safety on-line:</b> references &amp; discussion in assemblies and form time for all years as well as in ICT lessons for y6-9</p> |                                                                                                                                                          |                                                                                                                                                             |                                                                                                                                                       |                                                                                                                                                |                                                                                                                                                                        |
|               | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 7                                                                                                                                                   | Year 8                                                                                                                                                      | Year 9                                                                                                                                                | Year 10                                                                                                                                        | Year 11                                                                                                                                                                |
|               | <p>External speaker - Safety talk from TfL (Transport for London)</p> <p><b>Visit to Sutton Life Centre</b></p>                                                                                                                                                                                                                                                                                                                                                  | <p><b>PSHE</b><br/><b>Road Safety:</b> Lessons raise awareness of issues around road safety.</p> <p><b>Geography</b><br/>Trace elements/Chemicals in</p> | <p><b>PSHE:</b><br/><b>Online Safety:</b> Students explore the term cyberbullying and ways of dealing with it.</p> <p><b>Texting</b><br/>Lessons enable</p> | <p><b>Spanish</b><br/>Talking about school rules.</p> <p><b>Drama</b><br/>Health &amp; safety explored &amp; practiced in students’ self-produced</p> | <p><b>Spanish</b><br/>Talking about school rules. Talking about social networks</p> <p><b>Drama</b><br/>Health &amp; safety explored &amp;</p> | <p><b>PSHE:</b><br/><b>The Future- At what age can I...?</b><br/>Lessons explore a way of recognising your rights and responsibilities.</p> <p><b>Drama (GCSE)</b></p> |

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|  | <p>(personal safety, safety in the home, safety on-line &amp; cyber-bullying)</p> <p><b>Visit to Transport for London Museum</b><br/>Hands on activities on safety</p> <p>Use of TfL resources such as 'Start your journey' primary transition resource</p> | <p>Water etc<br/><b>Science</b><br/>Introduction topic introduces safety in the lab including hazard symbols</p> <p><b>ICT:</b><br/>Internet Safety<br/>Games Addiction</p> | <p>students to understand the dangers of, and how to be safe when texting.</p> <p><b>My Online Identity</b><br/>Lessons encourage students to consider the ways we can make an impression online<br/>They then create a positive online profile.</p> <p><b>Drugs Continued...</b><br/>Students learn about the different types of drugs and what to do in an emergency.</p> <p><b>Geography</b><br/>Trace elements in Food Stuffs; radiation etc</p> <p><b>ICT:</b><br/>Internet Safety<br/>Games Addiction</p> | <p>productions<br/>Explicit rules on the wall of the studio.</p> <p><b>ICT:</b><br/>H&amp;S aspect of using hardware &amp; software, eg: ergonomics &amp; games addiction, etc</p> <p><b>Science</b><br/>Pupils taught how to produce risk assessments for practical work</p> | <p>practiced in students' self-produced productions as part of assessment criteria.<br/>Explicit rules on the wall of the studio.</p> | <p>Health &amp; safety explored &amp; practiced in students' self-produced productions as part of assessment criteria.<br/>Explicit rules on the wall of studio.</p> |
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| <b>Economic Wellbeing and financial capability</b> | <p><b>All year groups:</b><br/> <b>Maths</b> : The skills taught throughout all years are essential to personal finance (basic number work, percentages, algebra etc). 'Real life' examples and uses are made whenever possible and relevant.<br/> <b>Art:</b> references to artists / designers / practitioners in society and their contribution to the economy and creative industries.</p> |                                               |                                     |                                      |              |                                   |
|                                                    | Year 6                                                                                                                                                                                                                                                                                                                                                                                         | Year 7                                        | Year 8                              | Year 9                               | Year 10      | Year 11                           |
|                                                    | Visit to the                                                                                                                                                                                                                                                                                                                                                                                   | <b>Geography</b><br>Differing values given to | <b>Geography</b><br>Values ascribed | <b>PSHE:</b><br>An Intro to Personal | <b>Maths</b> | <b>PSHE:</b><br>Personal Finance- |

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|  | <p>Bank of England Museum and related follow up discussion about money issues and economic well-being for the future.</p> | <p>labour/commodities/resources in various parts of the world – pupils could extrapolate data and apply it to personal finance issues</p> <p><b>ICT:</b><br/>Internet Safety, Online Shopping and Online Banking.</p> <p><b>Maths:</b><br/>How depreciation and increase in value affect everyday life – percentages.</p> | <p>to work, property and production in various societies</p> <p><b>History</b><br/>Tax and its impact on political development</p> <p><b>RS</b><br/>Laws regarding finance in various faiths</p> <p><b>Spanish</b><br/>Shopping; understanding different currencies: Euro.</p> <p><b>ICT:</b><br/>Xmas card project, Budgeting and P&amp;L</p> | <p><b>Finance</b><br/>Students develop skills and knowledge of personal finance and identify sources of further help.</p> <p><b>Banking</b><br/>Lessons develop skills and knowledge of banking and to identify sources of further help.</p> <p><b>Budgeting</b><br/>Lessons develop skills and knowledge of budgeting and to identify sources of further help.</p> <p><b>Borrowing</b><br/>Lessons develop skills and knowledge of borrowing and to identify sources of further help.</p> <p><b>Saving</b><br/>Lessons develop skills and knowledge of saving and to identify sources of further help.</p> <p><b>National Insurance and Income Tax</b><br/>Lessons develop skills</p> | <p>Introduce the rules about self-employed and self-assessment tax.</p> | <p><b>Budgeting</b><br/>Lessons allow students to understand tax and how and why we pay it.</p> <p><b>Mortgages</b><br/>Lessons explore the costs of living when moving into a new home.</p> <p><b>Savings and Pensions</b><br/>Lessons explore how to plan for a secure financial future.</p> <p><b>Credit and Debt</b><br/>Lessons explore credit and debt and the financial risks.</p> <p><b>Prom committee:</b><br/>budgeting &amp; planning prom finances</p> <p><b>English:</b> An Inspector Calls/Of Mice and Men: themes of power and social standing based upon socio-economic background. Effects of Great</p> |
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|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                         |                                                                                                                | <p>and knowledge of national insurance and income tax and to identify sources of further help.</p> <p><b>Spanish</b><br/>Talking about pocket money.<br/>Discussing how they spend their money.</p> <p><b>Maths:</b><br/>Look at depreciation over time of items such as cars and mobile phone technology - percentages</p> |                                                                                                                                                                   | <p>Depression</p> <p><b>Maths</b><br/>Give students a basic understanding of how to complete a tax return.</p> <p><b>Spanish</b><br/>Talking about pocket money.</p>                                   |
| Careers education, work related learning & enterprise | <p><b>All year groups:</b></p> <p><b>Agency / professional work:</b> All SYTS students are members of the Sylvia Young Agency and will have various opportunities throughout their time at the school to audition for, and undertake, a variety of professional work e.g. major &amp; minor roles in West End shows / touring shows / films / TV series &amp; one-off dramas / advertising / professional recordings of language tapes for teaching EAL. The amount and type of work will vary considerably from one student to another.</p> <p><b>Cabaret and choir performances:</b> Many students will have to opportunity to perform as part of school groups at charity and private functions</p> <p><b>Art:</b> Students are made aware of the positive role that Art plays in society, and possible career opportunities</p> <p><b>Maths:</b> relate maths topics to jobs in the real world whenever possible</p> |                                                                         |                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                   |                                                                                                                                                                                                        |
|                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 7                                                                  | Year 8                                                                                                         | Year 9                                                                                                                                                                                                                                                                                                                      | Year 10                                                                                                                                                           | Year 11                                                                                                                                                                                                |
|                                                       | <p>PSHCE</p> <p>Consider social and moral dilemmas eg: questions of fairness, right and wrong,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Careers</b></p> <p>School careers meetings in the summer term</p> | <p><b>Careers</b></p> <p>School careers meetings in the summer term</p> <p><b>ICT:</b></p> <p>Song writing</p> | <p><b>PSHE:</b></p> <p><b>GCSE Options- Making Choices</b></p> <p>Lessons explore how Plotr can be used to help explore careers. Students develop an understanding of the pathways available to them.</p>                                                                                                                   | <p><b>PSHE:</b></p> <p><b>Developing Good Study Habits</b></p> <p>Students develop skills and strategies for good study habits.</p> <p><b>Careers/Further</b></p> | <p><b>PSHE:</b></p> <p><b>The Future- Moving On</b></p> <p>Lessons enable students to audit their personal development.</p> <p><b>Preparing for Working Life</b></p> <p>Lessons enable students to</p> |

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|  | <p>simple political issues, use of money.</p> <p><b>Visit to the bank of England Museum</b></p> |  | <p>using Cubase<br/>Film making using Premier Pro</p> | <p>Lessons give students a clear understanding of the options they might choose and where they might go for additional support.</p> <p><b>Careers/Further Education</b><br/>GCSE options process in Spring term.<br/>School careers meetings in the summer term</p> <p><b>Spanish</b><br/>Talking about jobs.<br/>Discussing what is important in a job.<br/>Talking about what they would like to do.<br/>Talking about workplaces.<br/>Talking about using languages at work.</p> <p><b>ICT:</b><br/>Film making using Premier Pro and Cubase</p> <p><b>Drama:</b><br/>Many students work professionally and may contribute information to the process of performance to the classroom.</p> | <p><b>Education</b><br/>School careers meetings continue.<br/>Careers evening for students &amp; parents in Spring Term. External speakers from various colleges &amp; visits to colleges. Theatre trips to LAMDA and various college shows</p> <p><b>English:</b> students in yr10/yr11 deliver a number of speaking and listening controlled assessments which require them to give formal presentations to the group, and place them in formal interview situations with the teacher.</p> <p><b>Drama:</b><br/>Teacher gives guidance and advice on the acting profession</p> | <p>gain information about how jobs are advertised and understand what should be included in a letter of application.</p> <p><b>Preparing for Working Life Continued...</b><br/>Lessons define a 'Curriculum Vitae' and enable students to understand what should be included.</p> <p><b>Discrimination in the work place</b><br/>Lessons explore the different types of discrimination that can take place and how a victim can deal with such a situation.</p> <p><b>Careers/Further Education</b><br/>School careers meetings &amp; external speakers from various colleges &amp; visits to colleges continue</p> <p><b>Drama:</b><br/>Teacher gives guidance and advice on the acting profession</p> <p><b>Spanish</b><br/>Talking about jobs.<br/>Talking about work experience..</p> |
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|  |  |  |  |  |  | Understanding job adverts,<br>CVs and application letters.<br>Describing future plans. |
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